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ABSTRACT

One of four reports describing the basic skills programs in writing, reading, English as a second language, and mathematics at the City University of New York (CUNY), this volume describes the writing aspect of the program--including content, structure, methodology, and support services--at nine senior colleges and eight community colleges in the CUNY system. A questionnaire from the instructional resource center, writing program charts from the senior colleges and the community colleges, and information on resource personnel are appended. (HOD)

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BASIC SKILLS PROGRAMS AT THE CITY UNIVERSITY OF NEW YORK: WRITING

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FOREWORD

I am pleased to introduce this first volume of a four-part publication describing the programs in basic skills in writing, reading, English as a second language, and mathematics at the seventeen undergraduate colleges of the City University of New York (CUNY). Each volume will describe course sequences and content, curricula, support services, teaching methods and materials, and the impact of the Freshman Skills Assessment Program (FSAP)* on basic skills programs. The present publication updates surveys conducted through CUNY's Instructional Resource Center in 1976, just two years after its founding. The original surveys formed the basis for the book, Teaching Basic Skills in College, recently published by Jossey-Bass. Because of program changes since 1976, because of increasing national interest in remediation at the college-level, and because of the impact of the Freshman Skills Assessment Program, updating the surveys has been a high priority of the Instructional Resource Center during the last two semesters.

This volume describes the writing programs for students who are diagnosed as not being prepared to enter the "traditional" freshman

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*FSAP, mandated by the Board of Higher Education in April 1976 and implemented in Fall 1978, requires that all matriculated students entering CUNY be tested in reading, writing and mathematics. If students do not meet CUNY standards, they are assigned to appropriate remediation at their colleges; all students must meet CUNY standards prior to entering their junior year.

English courses in the colleges. For the most part, these are students whose native language is English. Programs for English as a second language (ESL) students, which include writing courses, will be described in a forthcoming volume. Work on the present volume began in February, 1979 with a letter from Vice-Chancellor Leonard O. Roellig to the Chief Academic Officers of the seventeen undergraduate colleges asking them to identify those in charge of each of the basic skills programs in writing at their college. I then asked Virginia Slaughter, Coordinator of the Instructional Resource Center, and Harvey Wiener, Professor of English at LaGuardia Community College and now Chair of the FSAP Task Force on Writing, to conduct the surveys of writing programs. They reviewed the 1976 program surveys and decided on the general categories of information to be gathered. They developed a number of discussion questions (Appendix A) which they sent in advance to each college; each took responsibility for surveying and reporting on certain colleges. They visited all seventeen colleges in Spring, 1980. After the reports were written, I reviewed them and returned them to the person(s) interviewed for verification. These revised reports were then sent to the Chief Academic Officers for their review.

From the beginning, I have been concerned that the reports should be descriptive rather than evaluative. The process by which we gathered the information is important because of the general concern that these reports reflect reality, although we at the Resource Center have been engaged in numerous philosophical debates

about the multiplicity of realities which exist. Data on the programs were self-reported by each college. Despite all attempts to keep the interviewers' subjectivity out of these surveys, some of them "look" different. The two writers have different writing styles and, sometimes, they focus on slightly different aspects of programs. In addition, some of the people whom they interviewed at the campuses gave them more time, more information, and more material than others. This could not but result in some kind of imbalance which could have been rectified only by cutting all information down to the barest minimum. We chose not to do this; therefore, readers who want additional information on a given program may wish to contact the resource persons listed in Appendix D.

Too often teachers labor in their classrooms and departments without information about what colleagues within CUNY are doing to teach students similar to their own. Too often administrators make decisions about programs at their own campuses without full information about current practices at other campuses. For these reasons, the Instructional Resource Center will disseminate these surveys widely throughout CUNY with the expectation that they will be useful to all concerned with the improvement of instruction in the basic skills.

I am grateful for the time so generously contributed by those interviewed, as well as those who reviewed the drafts at the campuses.

I am also appreciative of the commitment and thoroughness of the two writers of this survey. Michael Ribaudo, University Coordinator of Testing, and William J. Myrick, Chancellor's Faculty Fellow, contributed insights and suggestions during the preparation of the manuscript. Virginia Slaughter edited the manuscript, aided by Marilyn Maiz and Barry Kwalick, both of the Instructional Resource Center. For the inevitable omissions or inaccuracies the responsibility is mine.

Marie Jean Lederman
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Center

INTRODUCTION

Several of the trends we observed in our 1976 surveys, hastened by the 1978 implementation of the Writing Assessment Test, have now become firmly rooted in the structure of most writing programs at CUNY: an extended sequence of writing courses including traditional freshman composition; a generally accepted vocabulary about writing competency with a clearer definition of criteria for exit from basic skills courses; and a recognition of the need for expanding and integrating writing throughout the college curriculum. As a result of these observable trends there appears to be something more subtle emerging on the campuses, and that is a sense of University that transcends campus needs and goals. That all students throughout the diverse units will at one point be measured by the same writing standards establishes a commonality -- a communality -- of effort. This sense of University is, of course, inchoate and certainly not anything easy to quantify; however, English faculty are beginning to feel that with the help of the CUNY writing test they are addressing larger issues than simply their own campus' needs. The Writing Assessment Test (WAT) is helping to assert, at least on a level of minimum proficiency, a feeling of joint effort at literacy throughout CUNY. The most clearly discernible commonality is in the structure and content of writing programs.

On every campus there now exist at least two levels of basic writing courses available to students who do not meet the standards required for freshman composition as judged by their performance

on the CUNY Writing Assessment Test. There has been a steady increase in the number of sections of these courses, particularly at the lowest level, and in the flexibility of movement within the sequence. In fact, there are simply more writing courses on every campus. These courses are taught (in all but two instances) under the aegis of the English Department and are integrated as much as possible into the total English curriculum. On two campuses, basic writing courses are taught by a department of basic educational skills which houses all basic skills instruction. On average, two-thirds of the entering freshmen at senior colleges and between 80% and 90% of community college students require one or more pre-freshman composition courses.

Generally speaking, from 0 to 2 credits are awarded for completion of the lower level basic writing course, although several senior colleges offer 3 credits on the basis of the assessment that their lower level course is "developmental" rather than "remedial." Several community colleges also offer additional credits because courses meet 5 - 6 contact hours. More credit is awarded for completion of the second level basic writing course than for the first level course. For freshman composition, most colleges award 3 credits, although some who affix an additional required hour, assign 4 credits. It is important to note, however, that across-the-line comparisons of programs are hindered by internal differences within each college. Clearly, contact hours assigned to basic writing courses vary widely. There seems to be

a trend toward an increase in the number of hours (to as many as 6 in some instances), with mandatory conference hours included. Compensatory sections of freshman composition also exist on several campuses, which differ from regular freshman composition in that an extra contact hour is mandatory.

Support services to students in these courses have been severely reduced on almost all campuses in recent years. However, faculty agree that the CUNY writing test has helped to gain administrative support for reinstating writing labs and drop-in tutoring centers. Nevertheless, many departments continue to be handicapped by the loss of the CETA program from which most tutors had previously been drawn. As a result, peer tutoring programs have gained favor, some tied to credit-bearing courses which train selected upper-level students as tutors. Advocates of peer tutoring consider this alternative both cost effective and pedagogically sound. Still, at this time, the major support service is in the form of additional conference hours.

As might be expected, instruction in basic writing varies significantly from campus to campus. Some courses generally follow a sequential model moving from personal, experiential writing to expository writing, relying largely on students' own writing for content material. The lower level courses generally stress student confidence and aim to help students write clear, concise sentences in edited English and also help students to

formulate ideas and to begin to express these ideas in coherent paragraphs. The second level course generally focuses on the rhetoric and logic of the paragraph and introduces multiparagraph compositions, while helping students present thesis statements with supporting evidence, manage abstract ideas, and develop editing skills. The third level course, generally designated freshman composition, is commonly required of all students in fulfillment of the college degree. It emphasizes structure, logic, specificity, focus, grammar, sentence structure, and mechanics. The research paper, once a concentration in this course, is now more usually taught in courses which follow freshman composition or in subject areas. A writing proficiency exam (as opposed to the WAT, a minimal competency test) is required by some colleges for graduation, and is often linked to the third level course.

Although the three-level sequence of courses is popular, there is, however, no uniform methodology in teaching the courses. Although the CUNY writing test has certainly had an impact on classroom instruction, it is too early to assess the nature or extent of this impact. What is clear, however, is that the use of the WAT as the instrument for placement in writing courses in all but two colleges has directed attention to the various courses offered in the writing program. Ongoing discussions focus upon the relationship among courses in a sequence and upon the skills properly addressed in each course. And the curricula for these

courses are now undergoing rigorous study and examination. Many colleges are redesigning their courses to allow for greater diversity in approach. Consistent with trends in research nationally, CUNY faculty seem to place less emphasis on the teaching of grammar as a means to improve written communication and more emphasis on the process and content of writing. This trend had been evolving on most campuses well before the implementation of the CUNY test. All instructors of basic writing must also take into account the nature of the WAT, and they all provide some skills instruction that will help students pass the WAT. Tangible evidence of concern about curriculum revision is a University-wide effort stimulated by the CUNY Task Force on Writing. In consultation with many different groups throughout the University, the Task Force produced a curriculum model for a sequence of writing courses. Simply <u>one</u> approach to the complex issue of course design, the curriculum model helps focus attention on the range of writing skills that a program of writing courses should address.

Because thirteen of the seventeen colleges now require passing the WAT as part of the exit criteria from their basic skills programs and for entrance into freshman composition, the exam has helped to clarify the level of proficiency required in the regular freshman course. Thus, minimal competency as established by a passing grade on the WAT is connected to the <u>basic</u> (or remedial) course; and many faculty believe that the courses that succeed it now

require of students a higher level of performance than was required before. Not all faculty agree with this assessment, however; while the WAT seems to have helped colleges raise the bottom line of achievement for writers, some senior college English faculty feel that the standard of mimimal competency as set by the University is lower than the minimum performance standard against which they had been judging the performance of their students in the past. Nevertheless, these faculty also agree that the test has served to help establish a generally accepted vocabulary about writing competency.

In addition to the trend toward a common, sequential structure of writing programs and closer attention to content and methodology, there has been growing throughout CUNY as elsewhere a concerted effort launched by English and skills faculty to integrate writing into all subject areas, thereby ensuring reinforcement and extension of writing skills. As early as 1974, some CUNY units began developing writing-across-the-curriculum concepts. Now, with attention on cross-curricular writing programs a trend over the country, more and more CUNY campuses are attempting to involve subject area faculty in writing instruction. These efforts are in most cases informal, budgetary restrictions preventing the kind of effort required for well-defined writing-across-the-curriculum programs. Still, faculty who teach writing do not feel as isolated from their colleagues as they once might have felt; and faculty in

the subject disciplines seem more and more willing to require writing of students.

The present survey of writing programs also focuses on the faculty who teach these writing courses. Virtually all English Department faculty at CUNY, it was learned, teach some writing. This may vary from a program (common on some senior college campuses) where writing is one course of a total course load to a program (more common at the community colleges) where writing courses comprise the bulk of the English faculty's teaching load, and in many cases, the total load. There is also on many college campuses a small cadre of basic writing faculty who bear the primary responsibility for seeing that the Writing Assessment Test is administered properly and who are most actively engaged in developing curricula, in pressing for administrative support for basic skills programs, and in carrying on research in this field. By and large, few faculty outside of the English or skills departments teach basic writing courses, although there is a movement to encourage faculty in other disciplines to do so. This is a trend tied clearly to a growing nucleus of tenured faculty whose regular academic courses are undersubscribed.

Finally, spurred by the demands of the Writing Assessment Test, by a growing interest in research in composition, and by a common need to deal with increasingly difficult problems in literacy

among their students, English faculty at CUNY are now more in touch with each other, both on their own campuses and throughout the University. At training sessions for scoring the writing exam, faculty examine and refine concepts and goals about writing instruction that can be articulated to other college departments and to college administrators. Faculty seem to be paying more and more attention to standards of evaluation at all levels. As interest in research in composition grows, writing faculty at CUNY are seeing themselves more than ever in the vanguard of the profession. Their sense of collegiality with other writing instructors has brought them in touch with faculty in other institutions at national and local conferences.

These trends by no means demonstrate a clear consensus within the University. Still, faculty who teach writing do not feel as isolated from their colleagues as they once might have felt; and faculty in the subject disciplines seem more and more willing to require writing of students. There is certainly an effort toward addressing issues as members of a profession who are working together toward common goals, and this is an effort we and many other CUNY faculty welcome.

Virginia B. Slaughter
Harvey S. Wiener

THE WRITING PROGRAM AT BARUCH COLLEGE

Structure and Content of Courses, Methodology, Support Services, and Other Program Features

Writing courses for native and non-native students, SEEK and non-SEEK, are taught by the Department of English. Six credits in writing are required for graduation, which can be satisfied in several ways. A two-semester basic writing sequence (English 2000-2050) is provided for students who fail the Writing Assessment Test on entry. As of Fall 1980, this sequence (2 credits, 4 hours each), parallels ENG 2100, a one-semester freshman composition course (3 credits, 3 hours). Students completing either 2000-2050 or 2100 fulfill their requirements by taking ENG 2150 (Writing 2, 3 credits, 4 hours). There has been no change in this structure in recent years.

The sequence of courses, credits, hours, placement and exit criteria for writing courses are shown in the chart below:

Course	Credits	Hours	Placement	Exit
ENG 2000	2	4	8 on WAT*	Teacher judgment
ENG 2050	2	4	Pass 2000	Teacher judgment and passing WAT
ENG 2100	3	3	10 on WAT	Teacher judgment
ENG 2150	3	4	Pass 2100 or 2050	Teacher judgment

Seventy-five percent of entering freshmen, one third of whom are

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* All Writing Assessment Test scores referred to in these reports are total scores- combined scores of two readers.

SEEK students, are placed in ENG 2000. There is a wide range of skills among students in this course since all students are placed in ENG 2000 whose score on the CUNY Writing Assessment test is 8 or less. A certain number of sections is set aside for non-native speaking students and, although there is no formal ESL program, these section's are homogeneous, taught by ESL specialists, and scheduled as parallel high and low-skill sections. Some effort has been made to create more homogeneous classes of ENG 2000 by running separate sections for SEEK students.

A voluntary tutorial program for all students who scored 6 or less on the writing test was mandatory for all students through the Spring 1979 term. This program, however, was discontinued as a result of negotiations with the PSC over tutorial salaries. At present, about 300 SEEK students, meeting twice weekly in small groups, continue to have special tutoring services. Tutors, young adjuncts, are paid a maximum of $6 an hour in this program, which is operated by the Department of Compensatory Programs. In addition, for these SEEK students, College Skills I and II, reading courses which meet 3 hours per week and are taught by full-time faculty in the Department of Compensatory Programs, are co-requisites for students in ENG 2000-2050.

Faculty report there is a new emphasis in writing courses on achieving minimal essentials, which is reflected in the new syllabi. Teachers are giving more in-class papers and grammar

work, and are spending less time on research papers and interpretation of literature; the Deputy Chairman notes that the library now offers credit-bearing courses in library research techniques. In addition, he notes that the failure rate on the CUNY Writing Test retests has resulted in re-thinking concerning Baruch's composition-course objectives.

The English Department does not run a special tutorial summer program. For the summer session 1980, however, it was consulted by the Department of Compensatory Programs and recommended an instructor to help some of the SEEK students toward passing the WAT retest. One section of ENG 2100 and six sections of ENG 2150 plus several low-level base curriculum electives were offered during the 1980 Summer Session. The English Department advises students to take 2000 or 2050 during a full 15-week term.

Faculty

There are at present 43 full-time faculty in the English Department and 63 adjuncts. All teach writing courses. In Fall 1979, there were about 100 sections of ENG 2000-2050. Class sizes have gradually increased to the present limit of 28 for ENG 2000, 2050 and 2150. Larger sections are reported, however. As of Fall 1980, full-time lecturers currently teach three composition courses. The professorial staff is teaching two composition courses with an additional conference hour added to each, plus one literature

course. This reduces the number of composition course students to 56 for these teachers; they have an extra hour in each composition course and are now responsible for tutoring their own students. This plan has been accepted by the Department as a response to the administration's withdrawal of support for the now defunct tutoring program. The Chairman of the English Department notes that, in a sense, this reinforces their "support services," even as it supersedes the less comprehensive, voluntary, earlier Tutorial Program.

Beginning at the end of the Fall 1980 semester, readers of WAT essays, all full-time members of the Department except lecturers, will be compensated for reading the WAT essays by that work being credited toward the one or two semester hours that their programs fall short of the required 12 contact hours per semester. The Chief Reader is given a one course course remission per semester for administering the CUNY writing test.

This past year, several faculty were each granted a one-course remission to attend seminars given by the School of Education at the Center for the Improvement of Urban Teaching, a one-year project at Baruch funded through a Title III Grant for Developing Institutions. Its purpose was to "increase student success in college courses, particularly those taken in the first two years, by working with instructors of these courses to develop strategies and tactics that will help them attain greater success." Its premise was that a major reason for failure among minority students is

the wide difference in background and school experiences that separates them from their teachers. The grant was also supposed to support development of a peer tutoring program. Since the grant was limited to one year, this was not accomplished. A resumption of this program, again under the aegis of the Education Department, but with a better apparatus for evaluating its effectiveness, is underway for the Spring 1981 semester with five English teachers again participating.

Faculty have voiced concern that there is no cohesive philosophy at Baruch which rationalizes its writing program. Some have found it increasingly difficult to teach ENG 2150, because there is a wide range of skills among student in that course, many of whom have not passed the CUNY writing test. It is expected that with passing the WAT as an ENG 2050 exit requirement, which the Chairman hopes will be in effect in Fall 1981, ENG 2150 will become a far more "teachable" course.

There has been an increase in enrollment at Baruch with greater numbers of students coming from the community colleges and from the lower division, and the college maintains a high student/teacher ratio. Some faculty hope that these conditions will be a wedge to gain additional administrative support. Apparently the School of Liberal Arts is committed (Fall 1980) to the hiring of a full-time Writing Programs Director and, short of a hiring "freeze," a full-time ESL teacher, both of professorial rank.

The Writing Assessment Test (WAT) :
Placement, Exit, Impact on Writing Instruction

Students are placed in writing courses solely on the basis of their performance on the WAT, which has replaced Baruch's own similar placement test. A score of 10-12 is required for admission into English 2100-2150, the Freshman English sequence; all students with scores of 8 or below are placed in the English 2000-2050 sequence. SEEK students scoring 7 or lower are also required to have tutorials in writing. Although 33% pass according to the CUNY scale, only 25% score 10 or better to qualify for placement into English 2100. ESL papers are scored by at least one ESL specialist.

Retests are now offered at the end of each semester, although the first retest of students who fail upon entry as lower freshmen is taken at the end of 2050. Therefore, students who fail the WAT may take a retest at least once each semester. These tests are read along with placement tests of entering freshmen, to assure that teachers are reading "blind." The Office of the Skills Assessment Coordinator notifies students of the results. Students who appeal their scores are given a reappraisal of their test or, on occasion, a retest, read and acted upon by a committee consisting of the Chief Reader and two Assistant Chairpersons.

Exemptions from writing courses are rare and are generally based on scores on the College Board composition examination,

advanced placement English scores, and verbal scores on the SAT.

The response to the CUNY WAT has been largely positive, except among ESL faculty who are concerned about the high failure rate among ESL students both upon entry and upon retest. Faculty agree, however, that the test has helped to bring these problems to the surface, and has provided a uniform standard and testing apparatus which some members of the Departent have long sought. Following a resolution passed by the English Department on October 9, 1980 it is expected that by the Fall 1981 semester, Baruch will have "in place" the WAT as an exit requirement for passing ENG 2050: All students will have to have passed the WAT to proceed to ENG 2150. The Business School already requires that its students have passed the WAT before taking junior-level courses in that Department.

Structure and Content of Courses, Methodology, Support Services, and Other Program Features

At Brooklyn College the English Department offers a three-course sequence in writing beginning with a basic skills course in writing, English 0.2 (3 hours, 0 credits). Students with scores of 6 or lower on the WAT must take Eng 0.2; students with scores of 8-11 take Eng 1 (3 hours, 3 credits) and then Eng 2 (3 hours, 3 credits). A score of 12 places students directly in Eng 2; with three readers concurring on a single score of 6 (i.e., total score = 18), students can take an exemption exam for Eng 2. Both Eng 1 and 2 are new courses, replacing a 3 credit course (Eng 1.2) offered before the fall of 1979 and deemed inadequate to student needs. (A proficiency test given after Eng 1.2 produced a failure rate of 25%; however, 50% of all CUNY community college transfer students failed the exam. These results helped bring about the sequence of two writing courses now required for all students beyond the remedial level.)

Course sequence, credits, hours, placement and exit criteria for writing courses for native students are shown in the chart below:

Course	Credits	Hours	Placement	Exit
Eng 0.2	0	3	6 on WAT	8 on WAT
Eng 1	3	3	8 on WAT*	Departmental exam and teacher judgment
Eng 2	3	3	12 on WAT*	Teacher judgment
DES 1.1	2	6	6 on WAT	Teacher judgment
DES 1.2	2	6	Pass 1.1	8 on WAT

Some special college programs also offer writing courses. Students who do not pass the WAT may take an equivalent to Eng 0.2, such as two developmental courses offered by the Developmental Education Program (DEP) or one of six levels of ESL non-credit workshops. Both DEP and ESL programs are housed in the Department of Educational Services (DES). DEP offers a two term sequence of developmental writing (DES 1.1 and DES 1.2) for two credits each, meeting 6 hours; students who then pass the WAT go on to Eng 1. Special college programs offer freshman-level writing courses, too, such as English 1.7 in the Small College Program, Communications 10.3 in the Special Baccalaureate Program, or introductory literature courses in the New School of Liberal Arts.

About 25% of freshman students require courses in basic writing skills.

To support instruction in their courses, students have several opportunities for individualized assistance in writing.

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*Transfer students are also required to pass Brooklyn College's transfer students writing test. (See pp. 11-12 of this report.)

The English Department sponsors the Writing Center, a drop-in service that relies upon peer tutors drawn from an upper-level tutor training course; and a tutorial program that employs tutors with BA's or MA's. The Continuing Education Division provides tutoring for students in the Small College Program. And there is in DES a large-scale tutoring service for students in DEP and ESL courses. Here, students have regular appointments and are referred by their instructors. Moreover, DEP requires tutors to work with students during classroom writing instruction as well.

Changes or shifts in content of writing courses are apparent and ongoing, related to the English Department's expanded writing program. Most attention now focuses on the scope of Eng 2, the newly-required second term of freshman English. There is, further, some movement toward the development of standardized syllabi in Eng 1. The Department will be considering a two-semester remedial course to replace Eng 0.2.

Faculty

To carry on the holistic grading required by the WAT, the Department has a core of nine readers who work with three readers from ESL and one from DEP. Many more faculty were trained in holistic scoring, though, at a large formal session held before the very first WAT. Training continues formally now, however, faculty grade retests apart from each other and without opportunity for range-finding. Moreover, Eng 1 has a final writing test as

an exit exam; faculty do not grade their own papers and receive training similar to that for scoring WAT essays.

The Department reports excellent support from the college in the testing effort: readers are paid for their services, computer printouts on students are excellent, and a college task force helps iron out problems. In the past some faculty in other departments (Modern Languages and Comparative Literature) taught writing courses; these faculty were trained by the English Department. In 1979-80, total English Department course offerings in the basic skills and freshman writing programs were: Eng 0.2, 43; Eng 1, 104; Eng 2, 47. (These figures exclude courses offered in DEP and in Continuing Education.) In Eng 0.2, course limits are set at 20 in the College of Liberal Arts and Sciences and at 18 in the School of General Studies. In Eng 1 and Eng 2, the limit of 25 students is generally honored. In DEP courses, limits are set at 20 students. The average teaching load for professorial faculty is seven courses a year. Lecturers teach eight courses a year. Frequently, half of each teaching load is in composition.

The Writing Assessment Test (WAT):
Placement, Exit, Impact on Writing Instruction

The College places entering freshman in writing courses according to scores on the WAT, but transfer students who have passed a comparable test in writing must also take a one-hour writing test and a one-hour multiple choice exam on research

techniques to determine placement in Eng 1 or in Eng 2. Trained readers score the Transfer Students Test holistically.

Retesting on the WAT occurs at the end of Eng 0.2, where passing the CUNY writing test is one of the criteria for passing the course. (Students may pass the WAT but, because of poor performance throughout the term, may have to repeat Eng 0.2.) ESL students take the WAT retest after the last course in the ESL sequence.

Entering students receive results of the WAT placement test by mail. Students can learn results of their retests in Eng 0.2 at conference sessions during finals week. (The WAT retest is given on the last day of classes so that readers can grade papers between that day and exam week.) Instructors may appeal grades on the exam, but appeals result only in the right of a student to take the test again. Also, students enrolled in Eng 0.2 are given a WAT retest in the first week of class.

Faculty raised a number of problems in WAT procedures, especially in regard to transfer students. Some are concerned that community colleges may require students to take the test but do not require them to pass it as a criterion for graduation. It is also difficult to judge from transcripts whether or not transferring students have taken the equivalents of Brooklyn College writing courses. The Transfer Test attempts to judge students' capabilities here, but it adds significantly to the Department's burdens and frustrations.

THE WRITING PROGRAM AT CITY COLLEGE

Structure and Content of Courses, Methodology, Support Services, and Other Program Features

The English Department administers the basic writing sequence for native speakers, including SEEK students. A three-level sequence of courses comprises the basic writing program. The third level, English 110, previously called English 3, has been renumbered to indicate its 100-level content. English as a Second Language (ESL) courses, administered separately and taught by faculty from a variety of disiciplines, prepare students for entrance into English 110. The English Proficiency Exam, tied to this course, is required of all students for graduation. The sequence of courses, hours, credits, placement and exit criteria for writing courses are:

Course	Credits	Hours	Placement	Exit Criteria
English 1	2	4	2-4 on WAT	Departmental exam
English 2	2	4	5-8 on WAT	9 on WAT
English 110	3	3	9-10 on WAT	Proficiency Exam

Approximately 75% of entering freshmen are placed in English 1, English 2, or ESL.

As the Chairman noted, there is a generally understood concept of the levels of competency represented by the sequence of three courses originally established by Mina Shaughnessy.

Within that broad range, faculty teach according to their own preferences. The English Department has been taking steps to clarify requirements and exit standards at each level. The course sequence now conforms to a scale broadly paralleling the CUNY Writing Test scale. The exit exam for English 2 is the CUNY test, which students must pass with a grade of 9. The Department expects early reinstatement of English 110 as a required course. Even without the requirement, a great majority of students take English 110; students who are exempted from English 1 and 2 are advised to enroll in English 110 as preparation for the college's Proficiency Exam. The Chairman would like eventually to eliminate the separate Proficiency Exam and require instead a score of 11 or above on the English 110 exit examination using the CUNY Writing Test scale.

Support services for students in writing courses exist in the form of a Writing Center to which students are informally recommended. A conference hour is also attached to each remedial writing course for tutoring. Additional tutorial help is available for students who fail the Proficiency Exam.

Several English faculty members noted that there is a need to study the diverse English 1 population more closely with a view toward creating courses which are more responsive to their individual skills and requirements. Also, some ESL students may need a bridge course between the ESL sequence and English 110,

since many of these students continue to have major language problems.

In addition, a recommendation to the Faculty Council by several English Department faculty proposes to deal with the problem of declining writing skills by requiring that the whole college assume greater responsibility for teaching writing, especially at the Core level. As the Chairman of the English Department explained it, there is a need to create an "arbitrary culture" in which everyone takes responsibility for teaching writing within the college community.

Faculty

There are approximately 60 full-time faculty in the English Department, a reduction by half since 1973. All are required to teach writing courses. Generally, full-time faculty teach three courses, ranging from 9 to 12 contact hours depending on the level of the course. All faculty are required to read and to grade essays for placement and exit. However, a small cadre of basic writing faculty bears the primary responsibility for seeing that the Writing Assessment Test is administered properly. The Chief Reader is given a course remission. Faculty are currently being paid 60% of the hourly rate for reading those essays over and above the number previously (before WAT was instituted) read for placement.

At present several faculty from foreign language departments and the History Department are teaching basic writing and ESL courses. The Dean of Humanities is investigating ways to expand this program and to formalize retraining for faculty from disciplines outside of English who volunteer or who are requested to teach writing courses because their regular academic courses are under-subscribed.

The Writing Assessment Test (WAT):
Placement, Exit, Impact on Writing Instruction

Students are placed in writing courses based on their performance on the Writing Assessment Test. Students with combined scores of 2 to 4 are placed in English 1; 5 to 8 places them in English 2; 9 to 10 places them in English 110 (recommended but not now required); and students who score 11 to 12 are qualified to take English 210, an elective course which offers writing experience in selected academic areas.

Appeals of course placement are handled informally by the Assistant to the Chairman or the Director of Basic Writing who may, upon rereading, grant a retest. No one is exempt from the test, and virtually all students are placed in some writing course. The recently established exit exam at the end of English 2 serves as retest. Since students with combined scores of 8 are initially placed in English 2, some students who have already passed the WAT will be tested again at the end of the course. In the future

none will pass the course (minimum score 9) without passing the WAT, but at present there are some students in English 110 who will need retesting, which will be done at a central testing session. The Office of Institutional Research monitors the retesting program for all students who do not pass the WAT on entrance. Each semester, those who have not passed are notified in writing and given instructions about the next testing dates.

Initial faculty reaction to the Writing Assessment Test was negative and strong. Many were opposed to "intervention" from the University's Central Office in general. In particular, they felt that the University's standards were lower than those established at City for their Basic Writing Program and English Proficiency Exam. Further, they believed that without centralized readings the WAT would quickly lose credibility. These objections have mellowed, however, with use of the WAT as exit exam (with a total score of 9) in English 2 and a general understanding of its grading criteria. The test has, in the faculty's view, served a useful purpose in gaining administrative support for the writing program and in establishing a generally accepted vocabulary about writing competency.

THE WRITING PROGRAM AT HUNTER COLLEGE

Structure and Content of Courses, Methodology, Support Services, and Other Program Features

The English Department Program

The English Department administers all writing courses for non-SEEK students, consisting of a two-course developmental writing sequence (ENG. 014 and 015) and a one-semester required Expository Writing course (ENG. 120). Developmental Writing courses for SEEK students are administered by the Department of Academic Skills; SEEK students complete their requirements by passing the regular Expository Writing course. The sequence of courses, credits, hours, placement and exit criteria for the English Department program are shown below:

Course	Credits	Hours	Placement	Exit Criteria
Writing Workshop I: Eng. 014	3	3	2 - 6	6 on WAT
Writing Workshop II: Eng. 015	3	3	2 - 6	8 on WAT
Eng. 120	3	3	8 on WAT	Teacher judgment

In Fall 1979, there were 28 sections of Writing Workshop courses and 40 sections of Eng. 120. In Spring 1980, there were 23 sections of Writing Workshop courses and 39 of Eng. 120, Expository Writing. Students are placed either in Eng. 014 or

Eng. 015 with scores between 2 and 6 on the WAT, depending on the nature and severity of their writing problems. Every effort is made to register students in remedial courses during their first semester, although 100 or so of entering students must be delayed either because of scheduling or no available sections. If students' registration in a remedial course has to be delayed, they are asked to come in early the following semester to register. Sections of Eng. 004, 005 (ESL), 014, and 015 are also offered during the summer.

The writing curriculum follows a three-semester sequential model, moving from personal, experiential writing in Eng. 014 to expository writing in 015 and 120, relying largely on students' own writing and encouraging the individual preferences of faculty in teaching these courses.

The writing program is highly structured and goal-oriented with specific objectives established for entrance and exit at each level. Instructional techniques vary widely, but objectives are clearly stated.

The general goals for the two remedial writing courses are as follows:

Eng. 014: To help students to write clear, concise sentences in edited standard English; to

formulate ideas and to begin to express these ideas in coherent paragraphs.

Eng. 015: To help students understand the rhetoric and logic of the paragraph, present thesis statements with supporting evidence, handle abstract ideas, and develop editing skills.

Hunter College's Writing Center is the major support service for students in writing programs. Not attached to any department, but serving the whole college, the Writing Center is looked upon as a model among CUNY's several facilities. Begun in Fall 1976, and funded as part of an $800,000 interdisciplinary NEH grant to the Humanities Division, the Center serves about 700-800 students yearly, primarily students enrolled in Freshman Composition courses. Now that the Developmental English Program's (DEP) own tutoring center, formerly staffed by CETAs, has been closed, the Center is expanding its resources to help students in Developmental Writing courses. The Writing Center is fully staffed by a director, an assistant director, and a full-time administrator. Seventeen paid tutors currently work in the Center. The Center is open five days a week and some evenings. Formal training sessions are held for all tutors. Despite recent turnovers in staff, the Center continues to offer needed support services to a large number of students in the college.

Faculty in Hunter's English Department have been instrumental in the establishment of college-wide guidelines for the teaching of writing. Following the successful completion of a term-long seminar for faculty in the subject areas, recommendations were made to the Faculty Senate, and a resolution was passed in February 1980 approving a plan for expanding writing in all academic disciplines of the college. The resolution calls upon individual curriculum committees to consider ways in which writing can be integrated into their course offerings, and the Undergraduate Course of Study Committee now requires that materials submitted for its consideration contain a statement of the writing prerequisites, expectations, and requirements of the courses involved. Further, a College Committee on Writing was established to develop recommendations for each department concerning: development of new writing courses, revision of existing courses to increase emphasis on writing, organization of seminars and workshops, and organization and training of tutors. It further requires the Committee to consider the possibility of institutional support for research related to the teaching of writing and to review present standards for exit examination for ENG. 120.

Several courses have grown out of this resolution: 1) "Writing About Music," and "Writing About Communication," will be taught by faculty in the academic disciplines; 2) four senior faculty from Sociology, Nursing, Political Science, and Classics will participate in a pilot interdisciplinary writing program.

During the Fall 1980 term, they will join in a seminar with Professors Ann Raimes and Charles Persky who will assist them in developing syllabi for the content-based Expository Writing sections they will teach in the Spring term; and 3) Freshman and Developmental English faculty will pilot several thematic elective sections with content based on the themes of Women's Studies, Immigration, and Language.

Faculty

There are only 2 full-time teachers in the Developmental Writing Program supported by a large number of adjuncts, all of whom are experienced teachers. The other 8 full-time members of the Developmental English Program teach reading and ESL courses. Instructors teach five courses (15 hours), assistant professors teach 4 courses (12 hours), and adjuncts who teach writing may teach 2 courses of 3 hours each and are paid for an additional conference hour for each course. There is close cooperation between Developmental Writing faculty and faculty in the Expository Writing Program. The coordinators of these two programs work closely together in planning curriculum, reading essays, and administering the Writing Center.

Class size has been controlled as much as possible with DEP sections closed at 22 students, and Eng. 120 classes closed at 25.

Faculty from other departments are involved in writing programs in various ways which have been described in the previous section.

The Writing Assessment Test (WAT): Placement, Exit, Impact on Writing Instruction

Native students are placed in remedial writing courses by full-time DEP faculty members who reread all essays with a score below 8. The test is also given as exit from both developmental courses and is required for exit from Eng. 015 and admission to Eng. 120. While a writing test read holistically has always been one of the placement instruments used at Hunter for writing courses, there is some debate among Hunter's English faculty about the format, essay topics, and criteria of the CUNY test. The prevailing view is that the CUNY score of 8 to satisfy minimal competency is too low for Hunter students, causing students to be less prepared for entry to Eng. 120.

Procedures for grading the CUNY WAT essays are carefully followed, the reading taking place in one day by all DEP and SEEK faculty with a practice session preceding each reading.*

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*The Chief Reader receives one course released time and adjuncts are paid on an hourly basis for readings. Other full-time faculty are not compensated.

Appeals are set in motion at that time, following a formalized procedure. All students are advised in advance that they must pass all remediation requirements before completing 36 credits.

The SEEK Program

Structure and Content of Courses, Methodology Support Services, and Other Program Features

Sixty percent of all entering SEEK students are required to take a remedial writing course offered by the Department of Academic Skills of the Division of Education. SEEK offers an array of remedial courses, all of which grant 3 credits except for an orientation course which grants 1 credit. Two basic writing courses are offered paralleling Eng. 014 and 015 for non-SEEK students; these are ACSK 020 and ACSK 021. The sequence of courses, hours, credits, placement, and exit criteria for the SEEK writing courses are shown below:

Course	Hours	Credits	Placement	Exit Criteria
ACSK 020	6	3	4	Teacher judgment
ACSK 021	6	3	6	8 on WAT

Three basic ESL writing courses are also offered by the Department of Academic Skills: ACSK 030 (3 credits, 6 hours) is designed to introduce basic grammar in order to help students write clearly, communicate grammatically acceptable sentences, and, ultimately,

short paragraphs. ACSK 031 parallels ACSK 020 in that it teaches, within the ESL context, the development of the short essay. ACSK 032 teaches the expository essay. Both 031 and 032 use the CUNY WAT for exit.

The SEEK Department no longer offers a compensatory section of Freshman Composition as it did in the past. Students who complete the remedial sequence go on to regular expository writing (Eng. 120) and attend a voluntary tutoring program to make up for the discontinued compensatory hour.

In an effort to offer total immersion in skills work at the outset, freshmen will soon be block programmed into several remedial courses for one semester. When it is implemented, students will take the following courses of study upon entry:

ACSK 020 (Writing)	3 credits	6 hours
ACSK 050 (Reading)	3 credits	3 hours
Math 011 (Math)	3 credits	4 hours
Orientation for Success	1 credit	2 hours

Research will be carried out to assess the Block Program's effectiveness.

Tutoring for SEEK students is provided in a tutoring lab for all courses on a voluntary basis. Tutors are selected on the basis of a diagnostic test, transcript, and interview with the

area coordinators. In order to insure that the tutoring experience is an extension of student learning, tutors are assigned to work in the classroom. This has many benefits including effective tutor training; immediate feedback from the tutor, instructor, and student. In addition, it allows for the use of small groups in the classroom.

The following texts have been recommended for SEEK writing courses:

L. Kirszner and S. Mandell, Basic College Writing

R. Frews, WRITE

D. Squire, Writing With A Thesis

Faculty

There are 10 full-time faculty and 3 adjuncts presently teaching writing in this department. 6 of these full-time faculty have CCE's. There are 29 faculty members on the teaching staff altogether.

The Writing Assessment Test (WAT)

The SEEK faculty are in the process of researching various aspects of CUNY's Writing Assessment Test. The focus of the research is not only to find correlations between factors external to the classroom and test performance but also to find factors

internal to the administration of the test and to pedagogy. SEEK will also study the effects of team-teaching on student performance. A report outlining the concerns of SEEK faculty both with the substance of the test and with the local administration of it has been submitted by Professor Tilden LeMelle, Director, Department of Academic Skills to the University Dean for Special Programs (Letter of February 11, 1980 to Dean Leo Corbie). Among its concerns are the following: "insufficient time allotted, the pressure created, the rapid holistic reading, the discouragement of appeals for retest, and the resultant demoralizing effect on both student and teacher. . . ." Faculty in the SEEK Department are not, by and large, opposed to the test as a placement instrument and support its use as a test for entrance to the junior year.

THE WRITING PROGRAM AT JOHN JAY COLLEGE

Structure and Content of Courses, Methodology, Support Services, and Other Program Features

All writing courses are taught and administered and their curriculum established by the English Department. A minimum of six credits, that is, English 101 and 102, is required for graduation. SEEK administers its own parallel writing program. The sequence of courses, hours, credits, placement and exit criteria for non-SEEK students are shown below:

Course	Hours	Credits	Placement*	Exit
English 99	3	1	5 on WAT	teacher judgment
English 100	3	1	7 on WAT	8 on WAT
English 101	3	3	8 or 9 on WAT	teacher judgment
English 102	3	3	Pass 101	teacher judgment
or				
English 103	3	3	11-12 on WAT	

Movement within this sequence is flexible. However, students must take either English 101-102 or its one-semester equivalent, English 103. This is an intensive, one-semester substitute for English 101-102 for students who score 11-12 on the WAT. The SEEK program offers equivalent 2 credit courses to English 99, 100, and 101 with students receiving 6 credits on completion of that sequence.

* see also p. 31.

There has been a shift in the upper-level remedial course toward more concentrated writing instruction and practice, with grammar left largely to the lower-level course. Other than three CETA tutors, few support services exist except for a reduced peer-tutoring program.

Approximately 60% of entering freshmen at John Jay are placed in developmental writing courses (English 99 and 100). Among other program features, John Jay offers a Thematic Studies Program, an interdisciplinary program with about 200-300 students and volunteer faculty, some team teaching, and its own parallel writing program with the same requirements as the English Department. Typical themes are "The Exceptional Person," and "The Urban Experience and the Criminal Justice System." Students in this program are reported to do better than regular students on the CUNY writing test.

A member of the English faculty has created an independent "management information system" which uses the computer to measure student progress. Some interesting data have been collected on students in the writing program which has helped in tracking students and making predictions. A particularly interesting study links self-esteem among remedial students with success in consequent courses.

The Police Management Writing Project, supported by a FIPSE grant, is now in its second year. John Jay faculty work with

select students from the Police Department. Their purposes are to determine Police Department's writing needs and areas where writing could be improved (i.e., documents, functions, bureaus), and to develop curriculum.

Many faculty work outside the college community in projects relating to the improvement of writing, particularly in concert with public agencies.

Faculty

Most faculty teach four courses, meeting twelve hours. Typically, two of these are writing courses. Classes are small; English 99 and 100 average 17 students; English 101-102 average 22 students per section. Faculty are expected to schedule an additional conference hour for all composition courses. There has been some administrative support for the writing program, in the main, but no financial assistance or additional faculty.

The Chief Reader receives 3 hours released time per semester. Placement and retest readers are compensated during the summer only, when they are paid up to $10 an hour. Faculty development is on-going. Holistic scoring procedures have long been in use by the writing faculty at John Jay, although they used a 3-point (A, P, F) scale prior to the WAT. Faculty consider themselves fairly sophisticated about holistic reading, and English 99 and

100 faculty accept the prescribed procedures for practice and official readings as part of their course obligations, including norming both groups with sample essays before and during grading sessions. Only English faculty at John Jay teach writing.

The CUNY Writing Assessment Test (WAT):
Placement, Exit, Impact on Writing Instruction

Students are given the Writing Assessment Test and an in-house error-recognition test on the basis of which placement in writing courses is determined as follows:

English 99	2-5 score WAT
English 100	6-7 score WAT (or 8 plus low score on error test)
English 101	8 score WAT (and high score on error test) or: 9 score WAT
English 102	Students who pass 101
English 103	11-12 score on WAT and high score on error test

The newest course in this sequence, English 99, was born at the same time as the WAT but, faculty report, would have come without it and is only partially a response to it (or anticipation of its effects). A large number of students seemed in need of more than one semester of remediation even before confirmation of this fact by the WAT. To determine placement, they use a 25-question error-recognition quiz administered with the WAT and computer-

graded at transition points in the WAT total scores. As shown in the chart, at certain borderline points students are placed up or down depending on the grammar component.

Exit from English 99 to 100 or 101 is based both on scores on the CUNY retest and the in-house exam; movement from 100 to 101 is based solely on retest scores. Students can also move directly to 101 from 99 if they qualify. Both remedial courses award pass-fail grades; 101, 102, and 103 are letter-graded.

Faculty report a problem of what to do with students who perform well during the term and fail the WAT (in English 100), which they address by giving a retest three weeks after the first retest (beginning of December and mid-April) to give such borderline students another chance. For this reason, using the WAT as the sole exit criteria presents a problem. However, if they don't use it, there would be an even greater problem of what to do with students who pass English 100 and fail the test.

Appeals and exemptions are handled by the Department. A CUNY retest is given early in the term for the five or six students recommended by faculty for transfer from remedial courses to English 101. Exemptions from English 101-102 are rare, since the parallel English 103 course exists. The rare exceptions are decided by the Deputy Chairman on the basis of a high score on the CUNY exam and on other written work.

As a result of using the test as exit from 100 and the accompanying change of emphasis in course content in English 100, the English Department has, experimentally, abandoned the departmental final for English 101 both because it is redundant and because English 101 students most of whom have already had one or two remedial pass-fail courses, may be demoralized at the prospect of another department exam. In a corollary move, the English Department has switched to letter grades in English 101.

John Jay has a small, highly structured writing program with a clear, sequential series of courses, in which writing has traditionally been graded holistically; for this reason, the CUNY test has presented no major changes or problems. Faculty have been making gradual changes to strengthen the writing program, some of which were hastened by the WAT. There has been a slight shift at the upper remedial course toward more writing practice and less grammar which, faculty feel, has resulted in improvement in writing skills among their students.

There have been difficulties collecting and reporting retest data, but this situation is improving with better communication among departments at John Jay. The English Department is satisfied using the WAT as an exit requirement from remedial courses, since the exam seems to be a fairly good predictor of future performance: 80% of the students who pass English 100 now pass Freshman Composition.

THE WRITING PROGRAM AT LEHMAN COLLEGE

Structure and Content of Courses, Methodology, Support Services, and Other Program Features

Two departments administer writing courses at Lehman. The Department of Academic Skills (ACS) offers a sequence of two basic writing courses. The English Department offers three courses: a compensatory section of Freshman Composition and two semesters of regular Freshman Composition. The sequence, hours, credits, and placement and exit criteria for these courses are shown below:

Courses	Hours	Credits	Placement	Exit
ACS 014	4	0	2-4 on WAT	Departmental final
ACS 016	5	2	5-6 on WAT	8 on WAT
ENG 090	5	4	8 on WAT	Teacher judgment
or				
ENG 101	4	4	9-10 on WAT	Teacher judgment
ENG 102	4	4	11-12 on WAT	Teacher judgment & Proficiency Exam

Students take 090 or 101, either on entry, or following completion of ACS 016. To complete requirements for the degree, students must complete two semesters of Freshman Composition (or its equivalent) and pass Lehman's English Proficiency Examination.

This structure differs from the pre-1978 sequence in the addition of ENG 090 and the elimination of an earlier course,

ACS 020. The restructuring was begun prior to the implementation of the Writing Test, but was hastened as a result of the test and the new SEEK guidelines requiring that a compensatory course be offered in an academic department.

Lehman also provides several levels of ESL instruction. When students have completed the highest level of ESL instruction, they are placed in the writing course for native speakers appropriate to their ability. Some students in need of special attention are placed in special ESL sections of ACS 016 and/or ENG 090.

The ACS Writing Program is designed to provide instruction for students who lack the necessary skills to qualify for either the regular or compensatory Freshman Composition courses offered by the English Department. The first course, ACS 014, for students who enter with a CUNY WAT score below 4, stresses students' confidence and fluency in writing. Although students write multiparagraph compositions, the emphasis is on development of a single paragraph, using descriptive and narrative detail to support a controlling idea. Conventions of sentence structure, verb tenses and forms, mechanics, punctuation, and spelling are reviewed. Students are required to spend two hours in preparation for each class hour.

Midterms are given at the sixth week in order to alert counselors and to signal the need for extra tutoring if necessary.

A departmental final (an essay exam), read by committee, is used to determine students' final grades. A few students are permitted to retake the WAT at the end of ACS 014.

ACS 016, for students who enter with scores of 5-6 on the WAT or upon successful completion of ACS 014, is the second-level developmental course. It focuses on the construction of multi-paragraph compositions in which students construct and develop their own thesis statements and learn to support them with adequate detail, drawing upon material from College courses. Students are given practice in the logical selection and ordering of material both from personal experience and written sources. Major goals of this course are reinforcement of grammatical correctness, improvement in vocabulary, and development of sentence variety. Principles of organization are introduced and frequent, in-class essays are assigned. Two hours of preparation are required for each class. The WAT serves as the final exam for this course. Students who complete ACS 016 will take either ENG 090 (WAT score of 8), ENG 101 (WAT score of 9-10), or ENG 102 (WAT score of 11-12).

ENG 090, the compensatory version of the ENG 101 Freshman Composition course, is designed for the student whose placement scores reveal a need for intensive writing and basic skills practice in order to achieve the goals set for ENG 101. The course meets five hours a week; one of these is a conference hour. In addition, class size is small. Emphasis is on organization,

logic, coherence, and focus, as well as on grammatical correctness, sentence structure, and paragraph development. Students who pass 090 proceed to ENG 102.

ENG 101-102, Principles of Effective Writing, is required of all students in fulfillment of the college degree (unless exempted). Emphasis is on structure, logic, specificity, focus, grammar, sentence structure, and mechanics. The English Proficiency Exam, required for graduation, is linked to the ENG 102 course.

Slightly over half of entering freshmen, including most of the entering SEEK students, are placed in either the two ACS writing courses. Both SEEK and non-SEEK students attend the same sections.

An additional feature of Lehman's activities in the field of writing is the New York City Writing Project, a regional branch of the Bay Area Writing Project (funded by NEH). The project, directed by Sondra Perl and Richard Sterling, has completed its second Summer Institute which provides extensive training for writing teachers of all grade levels, K-college. Daily sessions include writing and small-group interaction, examination of theory and research in writing, and classroom application. At the end of the summer project, the teachers become part of the New York City Writing Project Teacher-Consultant Network which offers in-service workshops on the teaching of writing for school districts and universities in New York City and on Long Island.

A credit-bearing course, an offshoot of the New York City Writing Project, has recently been created to train selected upper level undergraduates as tutors for students who are not fluent writers.

One of the important activities being conducted with funds from the College's Title III grant is a continuing effort to assure that effective writing is expected of students in all of their college studies. As part of this year's work continuing Lehman's emphasis on writing across the curriculum, the College is sponsoring a seminar on "Writing in the Academic Disciplines." The seminar draws its membership from ten departments, representing the full-range of academic and professional disciplines (Chemistry; Economics; History; Physical Education, Recreation, and Dance; Nursing; Secondary and Continuing Education; Sociology; Speech and Theatre). The seminar examines the uses of writing beyond the usual college composition courses, seeks to discover the elements common to writing assignments given throughout the College, and will try to apply this work to the kinds of writing that students will have to do after college. Under the current Title III grant, it is possible to expand the scope of this exploration by bringing to the campus a number of scholars who have been doing research in various aspects of the composing process.

Faculty

For the most part, full-time faculty in the English Department and in Academic Skills teach the writing courses. (All English Department faculty teach at least one writing course.) A group within the English Department has worked closely with Academic Skills faculty and occasional exchange of faculty between the two departments has occurred. Also, full-time faculty from the English Department and three members of the ACS reading component who have taught writing, serve as writing instructors in the ACS Department.

Lecturers teach 15 hours per semester--three sections each meeting five hours. Assistant Professors teach 12 hours per semester. Faculty in the English Department teach at least one, usually two, sections of writing. ENG 090 has a 26-student maximum enrollment, ENG 101 and ENG 102, 28 students. There is general agreement that instruction in writing courses would be more effective if class size could be reduced.

Faculty from a number of disciplines have begun to teach special courses in their disciplines which include reading/writing skills development components.

The Writing Assessment Test (WAT): Placement, Exit, Impact on Writing Instruction

Entering freshmen are placed in writing courses on the basis of scores on the CUNY WAT as indicated in the chart on the first page of this report. Two retests are given during the semester for students in ACS 016, one after 12 weeks and one during exam week. Students who do not pass the WAT (score of 8) are required to repeat the course. Notification and retest results are given in class. There have been few appeals to date.

The teaching techniques used for the ACS 016 course have undergone several swings since the WAT was instituted. At first, many instructors taught directly to the test a practice which resulted in an increase in the number of students who passed the WAT. However, when the progress of students in the English Department writing courses was evaluated, many faculty felt that such limited training in ACS 016 was inadequate preparation for freshman English courses. At present, most teachers in ACS have revised their courses toward traditional training in detailed, logical development of a controlling idea, with a concentration of four or five weeks at the end of the semester on preparing for the WAT.

The Writing Assessment Test has been accepted by ACS faculty and English Department faculty in good part because an essay test, had been used at Lehman before WAT, for placement and proficiency.

Therefore, faculty had a precedent for committee grading of exams. The WAT has served in a practical way to define the end of the remedial sequence and to monitor students. Since the implementation of the WAT in Fall 1978, a departmental examination has been offered as the final for ACS 014, using a 6-point scale similar to the WAT scale for grading.

THE WRITING PROGRAM AT QUEENS COLLEGE

Structure and Content of Courses, Methodology, Support Services, and Other Program Features

Writing courses for native speakers are offered by the English Department and by the SEEK Program. In the English Department the basic skills (remedial) writing course, Eng 01, is required of all students before enrolling in freshman composition if they score below 9 on the Writing Assessment Test. From Eng 01, with a grade of 8 or better on the WAT, students take Eng 1 and Eng 6. Those who score high on the CUNY exam are considered for exemption from Eng 1.

There are many courses based on homogeneous groupings according to student needs. The SEEK program offers intensive courses in writing for native speakers and for students with second language interference; the English Department also offers special sections of Eng 1 and Eng 01 for students with second language interference. In addition, there is a CESL program (College English as a Second Language) that replaces the old ESL program formerly offered at Queens. Students completing a prescribed CESL sequence may qualify for Eng 1, although some will need Eng 01. These latter programs for non-native speakers are described in a separate report. The chart below shows the sequence of courses, hours, credits, placement and exit criteria for the writing programs for native speakers:

Course	Hours	Credits	Placement	Exit
Eng 01	3	3	8 on WAT	8 on WAT
Eng 1	3	3	8 on WAT + Eng 01	Teacher judgment
Eng 6	3	3	Pass Eng 1	Teacher judgment
Eng 001 (SEEK)	4	1	5 on WAT	Teacher judgment
Eng 100 (SEEK)	4	2	6 on WAT	8 on WAT
Eng 101 (SEEK)	4	2	10 on WAT	Teacher judgment
Eng 102 (SEEK)	4	2	Pass Eng 101	Teacher judgment

Homogeneous grouping according to skills ends at English 6; there, all students converge in regular sections from the various college strands that offer preparatory writing courses. Five special sections of English 6 offer writing for other disciplines such as law, music, medicine, and so on.

Among varied support services, the English Department and the Academic Skills and Resource Center sponsor the Writing Skills Workshop, which provides undergraduate and graduate tutors by appointment or at drop-in sessions. The Workshop offers occasional "mini courses" as well; seven to twelve students each week, for example, taking a course in how to pass the WAT. Clearly this service developed as a result of the CUNY testing program. SEEK faculty point both to intensive support efforts by teachers

beyond classroom instruction and to a tutoring program that uses Queens College English majors. SEEK indicates as a result of the testing program the establishment of workshops directed at passing the WAT.

There are no special summer programs in writing; however, sections of Eng 01 and Eng 6 are offered in both the intersession and the summer session.

In the English Department, about 40% of entering students require the basic skills course, Eng 01. Of SEEK students, 27% take Eng 001, 45% take Eng 100, and 33% take Eng 101.

Faculty

Queens College faculty who read the WAT feel confident that, after having focused unduly on excellence, they have now learned to use minimal competence as the guide for scoring CUNY essays. Training in holistic reading relies upon a "read-in," everyone reading together and using range-finders. In ongoing faculty development, staff meetings for part-timers address important issues in writing. The English Department asserts that its philosophy has always been rooted in holistic approaches to essays and that the WAT, therefore, has had no major impact in regard to instruction. Queens faculty express disappointment about college support for the testing program: no resources,

other than "contracted" readings during the summer, have been given to the testing program. Faculty provide much free labor in the testing effort.

Several faculty members who teach in the SEEK writing program are based in academic departments other than English, e.g., Romance Languages.

The English Department offers approximately 100 sections of Eng 1 annually (summers excluded), with an average section size of 17; 100 sections of Eng 1 and 75 sections of Eng 6, all with average section sizes of 25. The SEEK Program offers about 60 sections annually, with the average section sizes being 15 in Eng 001, 20-25 in Eng 100, and 25 in Eng 101 and 102. Teaching loads for English faculty on professorial lines are 9 hours, usually with only one section in composition; and for English faculty on lecturers' lines, 12 hours plus regularly scheduled conference hours, usually with all four sections in composition. SEEK faculty teach 12 hours in four sections; CESL faculty, mostly adjuncts, teach a maximum of 8 hours; four full-time lecturers teach 15 hours. The number of writing courses in general has increased significantly over the years.

The Chief Reader is compensated with one course reduction each semester. Essay readers are paid only for special "read-ins" during the summers.

The Writing Assessment Test (WAT):
Placement, Exit, Impact on Writing Instruction

The WAT serves as the placement instrument in freshman-level writing courses. In addition, the CESL program requires students designated as ESL on the basis of their responses to questions about native language on the WAT booklet to take an English Qualifying Test, a five part exam in oral and written comprehension. CESL faculty believe that the WAT has helped markedly in the identification of students requiring ESL work.

After faculty complete their readings of the placement test at a "read-in," the Data Processing Center sends out results to students. The procedure is very slow and is complicated further by late admissions. Previous placement procedures relied upon both the COOP test and a writing sample. For gross distinctions at upper and lower ends of the spectrum of papers, faculty relied upon the COOP for placement, reading only those papers in the middle range. SEEK faculty in the past used their own placement instrument.

Students take the WAT retest as a final in Eng 01. (The failure rate has increased to about 25% since the use of the WAT.) In the SEEK program, students must pass the WAT in Eng 100. The Queens College Senate mandates the WAT; as of the fall of 1980, no students can enter the junior year if they have not yet

passed Eng 6, nor can they enter the sophomore year if they have not passed Eng 1. Any students required as a result of the WAT to take Eng 01 must take it as corequisite to all courses that semester. Therefore, a student who does not choose to take Eng 01, even though it is required for his course of study, may take nothing else. A student who fails the WAT must maintain continuous registration in English through Eng 6.

For most students, WAT placement results, along with information about what courses to take, are mailed from the Data Processing Center. (Transfer students take the WAT along with incoming freshmen.) SEEK students, in addition, have placement orientation sessions and meetings with their counselors. All students take retests a week or two before the end of their courses. (The English Department and the SEEK faculty try to coordinate their efforts here.) During final exam week for the rest of the college, students can find out WAT results from their teachers. Only instructors, as opposed to students, may initiate appeals about test results. Problems with the retest focus upon the length of time it takes foreign students to pass through the writing sequence.

The SEEK faculty voiced concerns and reservations about the WAT. First, faculty note that essay questions can create cultural conflicts by supporting values and ethics that students may not

support. Some faculty members believe that the test may be frightening to students and may be culturally biased. Sometimes questions are simplistic. In addition, idiomatic English can give rise to problems: in one of the essay questions the words "pull the plug" confounded a number of students. Some faculty objected to what they saw as inadequate time for writing essays and to the rule that forbids the use of dictionaries on the test.

THE WRITING PROGRAM AT THE COLLEGE

OF STATEN ISLAND

Structure and Content of Courses, Methodology, Support Services, and Other Program Features

The Department of English, Speech, and World Literature administers all writing programs, including the developmental program which offers courses in remediation in writing, reading, and speech for both native and non-native speakers of English. A general course of study provides students in career programs and those in baccalaureate programs with essentials in the areas of writing, speech, and literature. Eleven developmental courses in writing, reading, ESL, and speech are provided for students whose performance on the CUNY Freshman Skills Assessment tests indicates the need for preparatory work in these areas.

The developmental writing program consists of a two-semester (English 001-003) remedial course and a one-semester required freshman composition course (English 111). The sequence of courses, hours, credits, placement and exit criteria for these courses are shown below:

Course	Hours	Credits	Placement	Exit
English 001	4	2	6 on WAT	Teacher judgment
English 003	4	2	Pass 001	Teacher judgment
English 111	4	3	8 on WAT	Teacher judgment

Revised basic and distribution requirements implemented by the College in Fall 1980 also now require students to take one 200-level writing and literature course from among a specially designated list to fulfill a second semester writing requirement. In addition, all Baccalaureate and liberal arts Associate degree students are now required to take a 300-level literature course.

The English Department Developmental Program and Skills Center began before University-wide testing was instituted. Over the years, the Program has changed to fit University requirements. Forty-five to fifty percent of entering freshmen are currently placed in English 001 based on their performance on the WAT (including about 150 ESL students). More students are being tested, and as a result, more students who need remedial work are being placed in English 001. One benefit has been to make the required courses more homogeneous.

Support services have been hampered by the repeated budgetary cuts which the College has had to absorb since 1975. The loss of some college counselors and all CETA's has meant that the Skills Center has had to contract some of its services. However, English Department faculty report that there is increased administrative interest in the writing program evidenced by their allowing the Department to hire a full-time CLT (College Laboratory Technician) for Fall 1980 to be in charge of revitalizing the English Department's Skills Center and to develop a cadre of peer tutors. Moreover, the

administration has also given three additional hours of released time to coordinators of the Center, has supported the activities of various segments of the program, and has agreed to the formation of a basic skills committee.

The College Discovery program, while no longer providing courses, does offer counseling services to students who qualify.

Changes in content and methodology of developmental writing courses are not readily apparent. If there is any pattern of change, it is that writing courses tend to be more highly structured than previously.

Several other features of the CSI program which emphasize writing may be noted. In addition to the regular writing curriculum, the College has been experimenting, under a grant from FIPSE, with a writing program for freshmen. This program teams a writing course in the English Department with a specially designed seminar course in one of the disciplines of the sciences, humanities, or social sciences. These paired courses have been offered both for freshmen in the freshman composition course and for freshmen placed in developmental writing. Plans are being made to focus the program on the developmental students and continue it after funding ends.

In addition, faculty from the College of Staten Island and Lehman College English Departments are working together in a consortium to develop a "Writing Across the Curriculum" model to be submitted for funding this year. Further, as part of COSI's Cooperative Continuum of Education's April writing conference for high school teachers on Staten Island, COSI will be introducing a graduate course in the teaching of writing.

Faculty

There are 50 full-time faculty and as many as 25 adjuncts in the English Department. All faculty teach writing. Average class size for college-level composition courses is presently at 26, although some sections have as many as 35 students. Enrollment in remedial courses has, with only very few exceptions, been kept to a maximum of 22-23 students.

The administration has attempted to increase program-planning participation on the part of adjuncts by offering to pay adjuncts through the 15th week of the semester if they agree to attend three meetings during the semester to discuss pedagogy and administrative concerns. To date, some have taken up this option.

All faculty participate in grading essays for placement as well as retests through a rotating procedure. The Chief Reader is released from one course; essay readers are only paid during

the summer. Some training of faculty for these holistic readings continues informally. The administration has also established Special Awards consisting of three hours of released time for faculty willing to upgrade skills necessary for the teaching of remedial reading and writing and an additional stipend for a faculty mentor with extensive experience in remedial instruction to help guide such faculty. So far, one member of the English Department and one member of the History Department have accepted the award. CSI English department faculty are concerned that those who participate in this program be carefully selected and monitored by faculty experienced in the teaching of developmental courses.

A recent innovation is the creation of a "Basic Skills Committee" consisting of a Testing Coordinator, an ESL Coordinator, a Reading Coordinator, a Writing Coordinator, and a Skills Center Coordinator.

The Writing Assessment Test (WAT):
Placement, Exit, Impact on Writing Instruction

Students are placed in writing courses solely on the basis of the WAT as shown in the chart. The WAT is required for entry into English 110 (and is thereby required for both Associate and

Baccalaureate degrees), but it is not specifically tied to the remedial course. Those students who come through the ESL sequence may, upon recommendation of their teacher and the ESL Coordinator, be permitted to enroll in an ESL section of English 111, but their grade in that course will be withheld until they have passed the test. Exceptions are also allowed for native-speaking students who have missed the test or have placed themselves in the regular sequence on entry (evening students especially); they may take English 110 with the same proviso.

Where the impact of the CUNY writing test has been felt, faculty believe, is in the increased visibility of the program and resultant administrative concern. The Chairman also reports that the English Department is generally supportive of the test, believing it to be a fair instrument and one that can help to bring administrative support for the writing program. With attrition being a major concern of the administration, she feels that the test has already borne fruit in the form of additional administrative support to address the problem by improving freshman language skills programs.

Structure and Content of Courses, Methodology, Support Services, and Other Program Features

Writing courses for native students are taught and administered and their curriculum established by the English Department. Students at York must take three to seven credits in writing in order to meet graduation requirements. The sequence of courses, hours, credits, and placement and exit criteria are shown below:

Courses	Hours	Credits	Placement	Exit
Eng 100	5	1	4 or below on WAT	Teacher judgment
Eng 115	5	3	5 or 6 on WAT	8 on WAT
Eng 120	3	3	8 on WAT	Teacher judgment
Eng 121 (SEEK)	4	3	8 on WAT	Teacher judgment

Prior to 1977, the three placement levels produced a different sequence. Students who did not place in the standard freshman English course (now called 120) took a different 3-credit course sequence: English 110-111 (1-1/2 credits each, 5 and 4 hours respectively). Students could enter directly into this sequence if they had mild remedial needs or come to it after completing English 100, the basic writing course. These students did not take the freshman course and did not earn more than 3 credits (or 4 for those students starting in basic skills). The change to a two-semester writing sequence was an acknowledgment that these

students needed more work in composition, before taking the literature-oriented freshman English course.

The ESL program, now supervised by the Department of Foreign Languages, offers five courses.

With Eng 115 considered remedial (students must earn 8 on the WAT to pass this course), 88% of York's freshmen require basic writing skills courses. If English 115 is viewed as the first course of freshman composition--this is the Department's view--only 45% of students place in remedial courses (English 100 and ESL sections).

Special services for individualized instruction support students' work in writing. "The Comp-lex" provides assistance by means of a Composition Lab, which is auto-tutorial, and a Writing Skills Center, which offers individual tutoring. These are coordinated by faculty, and are served by several fulltime remedial assistants (one York-supported, four CETA-supported) and several student tutors. The Composition Lab supplies self-correcting, individualized modules developed by Professors Epes, Kirkpatrick, and Southwell, of the York English faculty, published now in book form. There are twenty-five separate

carrels for private work by students, who listen to audio cassettes and who write responses to exercise questions. However, most of the lab work is writing and re-writing. Classroom teachers receive written reports from lab tutors. A special four-hour section of Eng 100, based on the Composition Lab method, requires student attendance in the lab for two hours, where students work on one module a week. A CETA employee supervises the activities of the Writing Skills Center. Finally, a grant in the Division of Continuing Education supports a tutoring program that reaches up to 600 students a year. A language lab with upperclassmen as tutors helps students in ESL courses.

The English Department Chair and other faculty report what they see as a change in the content of Eng 115: less reading-based development of sophisticated essays and more condensed writing for the 50-minute WAT.

Faculty

When students took the WAT for the first time, faculty attended sessions of common readings and used rangefinders and other recommended procedures for holistic scoring. Currently, faculty (including 18 fulltimers, adjuncts, and CETAs) grade papers together, but without using rangefinder essays. Faculty maintain that holistic scoring has not translated into instruction because remedial courses were always writing courses and it is felt that

the Department demanded appropriate skills from students long before the WAT. York used a grading checklist and printed guidelines for readers prior to the inception of the WAT. The College provided some financial support for the testing effort. Now, the Chief Reader receives one-course released time, and readers during the summer earn hourly compensation. However, readers receive no extra payment for scoring tests during the academic year. Faculty in history, philosophy, and education departments teach writing courses in a retraining program designed to offset retrenchment. The English Department oversees the retraining, which includes discussion teams and meetings based on a "buddy" system; however, the Department admits that the program works less well than it would like.

The freshman writing program offers approximately 90 sections a year plus occasional summer courses. Class size in Eng 100 is 25; in Eng 115, 27; in Eng 120, 30; in Eng 121, 25. Faculty teach 12 hours a semester exclusive of conferences; these, because of credit distribution, usually in three courses per term. A changing student population at York has increased the number of students in Eng 100 and in ESL courses. Instructors have voiced concern about a slippage in quality of student work in the 120 course, because ESL and dialect students continue to need reinforcement against regression even when they have passed the WAT.

The Writing Assessment Test (WAT): Placement, Exit, Impact on Writing Instruction

The Writing Assessment Test serves as a guide to placement for all students. Any student indicating foreign birthplace takes an ESL objective test, consisting of multiple-choice questions on vocabulary and reading skills. There are two testing periods during which students allocated to York can take the WAT; but there are provisions made also for students admitted later on.

To pass Eng 115, as noted, students must score an 8 on the WAT, and the exam is the final for the course. Students are notified by mail of test results. (The Department offers its own final writing exam for Eng 100.) Because junior-level courses are hard to identify (some departments make arbitrary distinctions among 200-and 300-level courses), and because of limited course offerings on advanced levels, it is not possible to require the WAT for junior level courses in all departments.

There is no formal appeals procedure, the chief reader serving as arbiter for requests and complaints.

English Department faculty name several positive effects of the WAT on the York program. Students learn early on the importance of impressing others in a piece of writing. The idea of a university standard reduces a "confrontation psychology"

frequently hard to avoid in a composition course. Also, faculty who in the past spent too much time talking about composition theory are now working more closely with student writing. Finally, instructors note improved skill in teaching conciseness, concreteness, and organization, and attribute this improvement to the demands of the WAT. The major negative effect of the WAT, as previously noted, is the perception that the exam encourages superficiality. Before the WAT, York had its own two-hour final for English 115, allowing time for revision and more thoughtful writing than the WAT allows. Faculty has recommended, therefore, that the WAT be changed to reflect instruction given in revision.

Another question raised at York is the political implication of using an ESL specialist as one of the readers of ESL papers. Faculty fear that this may create a "sliding scale" for ESL papers and argue that Black English Vernacular restrains written communication in ways similar to second language interference. York instructors believe that the University needs to weigh the implications of special consideration for ESL papers, now mandated by Writing Assessment Test procedures.

THE WRITING PROGRAM AT

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

Structure and Content of Courses, Methodology, Support Services, and Other Program Features

The English Department administers the writing courses for native speakers of English. (The Developmental Skills Department administers ESL courses.) For native speakers these include ENG 090 (Intensive Writing) and ENG 093 (Intensive Writing Workshop), a recently added upper level intensive writing workshop only for students who fail ENG 090. These are followed by ENG 100, the standard introductory English Composition course which, along with ENG 115, a second semester English Composition course, is required for graduation. Course sequence, hours, credits, placement and exit criteria for these courses are shown below:

Course	Hours	Credits	Placement	Exit
ENG 090	6	0,3,6	6	Teacher judgment
ENG 093	3	3	6	Teacher judgment
ENG 100	3	3	8-12	Teacher judgment
ENG 115	3	3	Pass 100	Teacher judgment
ENG 102	6	3-6	10-12	Teacher judgment

ENG 093 was introduced to meet the pressing need of students who made some progress in ENG 090 but not enough to pass the CUNY Writing Assessment Test and to qualify for ENG 100. Instead of receiving a failing grade and repeating the

course on a 6-hour basis, students may now receive a passing grade but no credit. They are subsequently placed in ENG 093, a course which was designed as an intensive writing workshop featuring small classes and individual help, but which now has large class sizes which curtail invididual help. In Fall 1979, of 39 sections of remedial writing courses, 6 were ENG 093 sections. In rare cases, students who excel in ENG 090 may receive 6 credits for that course.

A proposal to introduce a lower-level course preceding ENG 090 for students whose score on the CUNY test is below 5 will be presented to the Curriculum Committee.

About 66% of entering students are placed in ENG 090, an increase of about 8% in three years. Generally, there are between 38 and 54 sections of remedial courses.

Faculty report a change in the content of writing courses which can be attributed to the WAT in the form of more focus on argumentative papers and less on narrative and descriptive writing. Some faculty have observed less "interesting" writing by their students which they attribute to students' difficulties responding to faculty efforts to teach "to the test." Some teachers use variations of the test as instructional material to prepare students for the WAT exit exam.

While there is no interdisciplinary program at BMCC, several faculty are planning to integrate a writing course with a reading course and a Black History course beginning Fall 1980.

Support services have diminished in the past few years. CETA lines have been dropped from 17 tutors and teaching assistants to one CETA worker currently attached to the Department. A Writing Center is now being set up under a recently approved Title III grant which will be staffed by faculty and student tutors, beginning Fall 1980.

There is a BMCC central tutoring service with some funds for tutors, and a weekend tutoring service open to all students. The English Department also requires two conferences per course for each faculty member, but these hours are not scheduled and due to heavy work schedules are difficult to enforce.

There is no special summer program at BMCC, although sections of ENG 090 are offered.

Faculty

All English Department faculty teach writing courses. The average teaching load is 15 contact hours, which has not changed in recent years. All faculty are required to read placement and retest essays and to participate in training sessions, for which

there is no compensation, except during the summer, either for participants or for the Chief Reader, who administers the training program.

The Writing Assessment Test: Placement, Exit, Impact on Writing Instruction

The CUNY WAT has replaced the Department's own essay test as the sole instrument for placing students into writing courses. The Cooperative English Test, formerly used in conjunction with the writing test, has also been dropped.

The WAT is given at the end of ENG 090 and ENG 093. Passing the test is not, however, required for exit from these courses, although teachers are urged by the English Department not to pass students who fail the WAT. Students who do pass the course and fail the WAT are designated Code I, are placed in ENG 100, and are retested at the end of that course.

BMCC English faculty find no major problems with the design of the test (i.e., the use of an argumentative essay to assess students' writing skills). The test is now acceptable to the majority of faculty who recognize that it has enabled them to make more accurate placements, establish criteria for movement from one level to another, and is beginning to produce more efficient writing in their classes. Students, however, are reported to be uniformly "terrified" of the test.

There are three problems, however, with its implementation. First is the additional work of scoring for which faculty and the Chief Reader are not compensated except during summer months; second, there is the problem of using it as sole criterion for exit from the remedial course caused by the test's dual purpose: to place students and to determine which students are qualified to enter the junior year. Since BMCC students may graduate without passing it, teachers are reluctant to tie it in with passing the course, especially if the students are not liberal arts transfer students. Finally, record keeping, and accommodating appeals for retests, present an enormous burden to the Chief Reader who receives no additional released time for these tasks over and above the six credits released time he has always been granted as coordinator of the remedial writing program.

The Coordinator of the program, therefore, strongly recommends: 1) that faculty be compensated for grading placement essays, 2) that the Chief Reader be given a minimum of 3 hours additional released time to perform the numerous duties involved in the implementation of the WAT, 3) that students be required to pass the WAT as a condition for being granted the Associate's degree, and 4) that the testing office at the College be more involved in the retesting program so that record keeping can be centralized and students be better served.

Many faculty members report that the WAT has had a positive impact on the writing program in terms of content, methodology, and

structure. Present plans as discussed earlier provide for the addition of a lower-level writing course (tentatively called ENG 088) for students whose combined score on the WAT is between 2 and 4. Students with scores of 5-6 would then be placed in ENG 090, and ENG 093 would eventually be phased out.

THE WRITING PROGRAM AT BRONX COMMUNITY COLLEGE

Structure and Content of Courses, Methodology, Support Services, and other Program Features

All writing courses for native students are taught by the English Department. A separate department, Special Educational Services, is responsible for ESL and Reading programs. All elective courses in the English Department involve a writing component. The 3 writing courses with hours, credits, placement, and exit criteria, required are shown below:

Course	Hours	Credit	Placement	Exit
English 01	4	0	5 on WAT	Teacher judgment
English 02	4	0	6 on WAT	8 on WAT
English 13	4	3	8-12 on WAT	Teacher judgment

Based on current results of the CUNY WAT, approximately 75% of entering freshmen are required to enroll in one of the two remedial courses. In Fall 1980, for example, there were 36 sections of English 01, 37 sections of English 02, and 32 sections of English 13.

Course content begins in English 01 with basic grammar and usage and paragraph development, moves to an overview of grammar and usage, continuation of essay development, and the introduction

of rhetorical modes in English 02; in English 13, research techniques are introduced as one of several components, although many faculty do not assign term papers and teaching methods are highly individualized. Faculty note that they have long sought unsuccessfully to expand English 13 to a two-semester required course, fearing that some students are completing English requirements without having been exposed to adequate practice in expository writing, not to mention other humanistic content.

Some faculty, therefore, assign writing in the expository mode in the lower-level remedial courses, using the WAT format. This is the major change they report in teaching methodology and content resulting from the implementation of the WAT. Other changes, the Department Chairman notes, are more the result of cutbacks in staff and support services adversely affecting the close and individual attention which previously prevailed.

Some support services have been reduced. The tutoring lab, at one time a fully-staffed, full-time operation which sent tutors into the classroom, now employs three teachers, each with 3-4 hours of released time; there are very few hourly tutors, and since October 1979, the Writing Workshop, formerly staffed by CETAs, once the source of widely used instructional material, now operates at reduced hours, and/or evening sessions with minimal staffing.

During summer months, English 01, 02, and 03 are offered.

Several other program features should be noted. A member of the English Department has worked with faculty from Lehman and the College of Staten Island in a consortium aimed at developing a "Writing Across the Curriculum" model which has not yet been funded.

A Title III $250,000 grant to the college under the "Developing Institutions" banner has been approved for improving "communication skills" at Bronx Community College which includes some computer assisted instruction. The English Department has been asked to participate in implementing the grant.

A three-year FIPSE grant made possible the creation of Networks, located at Bronx Community College as Resource Institution for the Fund's National Project II: Alternatives to the Revolving Door. Under this grant, Networks has sponsored national conferences and workshops, the most recent one on tutoring. Its technical assistance program to colleges all over the country has received wide attention. At present, aided by an advisory board of English faculty from CUNY and elsewhere, it is preparing a handbook on basic writing.

Faculty

All 29 full-time faculty in the English Department teach writing. In addition, there are some 14 adjuncts. The number of full-time faculty has decreased each year as a result of the decline in enrollment. Average teaching loads have increased 25%-30% since 1975, and class size is now officially set at 26 for remedial courses. English 13 sections average 35.

Faculty participate in brief norming sessions before each reading of essays. All faculty are required to participate on a rotating basis. The Chief Reader receives 4 hours of released time per semester.

The CUNY Writing Assessment Test (WAT): Placement, Exit, Impact on Writing Instruction

The CUNY test has replaced the departmental essay and is used for placement into and exit from both remedial courses. No student can register for English 13 without having passed it. There are few student-initiated appeals on placement although students can petition for re-examination. Students do not customarily question retest results, as the Chief Reader explains it, because

they know or are informed that the test is group-graded. Where individual teachers wish to appeal results for a particular student, a faculty committee informally reviews the student's work and a retest is scheduled where warranted.

The WAT criteria, content, and mode have imposed no problems for the English Department because the use of a similar test, read holistically by a committee of faculty, has long been standard practice in the Department for placement in and exit from writing courses. Implementation of the test, collecting data, and reporting retest data have, however, caused major problems, primarily outside of the English Department.

Because, as the Chief Reader explains, all members of the English Department are required to read essays for placement and exit, and none is paid except during the summer months when faculty are on annual leave, there is an ongoing concern about what to do with aberrant readers.

THE WRITING PROGRAM AT MEDGAR EVERS COLLEGE

Structure and Content of Courses, Methodology, Support Services, and Other Program Features

Two segments of the College offer basic skills courses in writing. The Humanities Division offers ENGW 003 and ENGW 0004. Special Programs (the old SEEK department) offers the same sequence. Their courses are identified as SP/W 003 and SP/W 004. They also offer an ESL/ESD (English as a Second Dialect) Program. Both divisions follow college-wide policy which is established by a committee consisting of representatives of the divisions, the Registrar, Directors of the Reading, Writing, and Math Labs, and the Office of Institutional Research. This Basic Skills Committee is coordinated by the Associate Dean of Academic Affairs.

The sequence of writing courses offered by the Humanities Division and by Special Programs, (excluding the ESL/ESD courses which will be discussed in a forthcoming report), and the credits, hours, placement and exit criteria for these courses are listed below:

Course	Department	Credits	Hours	Placement	Exit
ENGW 003	Humanities	0	4.5*	6 on WAT	8 on WAT
ENGW 004	Humanities	2	4.5	8 on WAT	10 on WAT (and 180 on ME's Writing Scale)
ENGL 100	Humanities	3	3	10 on WAT	Divisional Criteri
ENGL 150	Humanities	3	3	Pass 100	Divisional Criteri
SP/W 003	Special Programs	0	4.5*	6 on WAT	8 on WAT
SP/W 004	Special Programs	2	4.5	8 on WAT	10 on WAT (and 180 on ME's Writing Scale)

*Includes one hour of required Writing Laboratory

Students who have completed the 004 level courses in either Division may exit when they have met all criteria which include passing classwork, completing Writing Lab work, attending class and labs, and attaining a score of at least 180 on the Medgar Evers College Writing Scale. (This is an error-count grading scale which was developed a few years ago based upon the perceived needs of students.) They are then eligible to take ENGL 100, College English I and ENGL 150, College English II, both required by the college. This sequence constitutes the traditional freshman English program.

In ENGL 100, students learn to write various types of essays with focus on the critical analysis essay. Some elements of grammar are reviewed, and students are introduced to the various genres of literature. In ENGL 150, the content of ENGL 100 is continued, but major focus is on writing a fully annotated research paper.

The Humanities Division also offers writing courses designed for students in special categories. ENGL 010, (Comprehensive Reading and Writing Review), is offered to Health Sciences majors with advanced standing credit who have not passed the WAT. This course integrates reading and writing; it meets three hours with supplementary labs as required. ENGL 015, (Writing for Paraprofessionals) is a special course open only to Paraprofessionals in the Teacher Education Division, many of whom are required by the Board of Education to take some college courses. Those who score less than

6 on the CUNY WAT on entry must take this course. Additional elective writing courses are offered by the Humanities Division: English for Secretaries, Creative Writing, The Craft of Writing, Basics of News Writing, and Article Writing.

Approximately 75% percent of entering students at Medgar Evers are required to take one or more basic writing course. In a typical year, the Humanities Department offers 25 sections of ENGW 003 and 004. In Special Programs, 12 sections are offered annually, and in ESL/ESD, 8 sections are offered each year. Class size for basic writing courses is limited to a maximum of 20 students, but in fact, numbers have been as high as 28. In ENGL 100 and 150, 30 students sit in each class. The College has recently lowered the maximum number from 35 to 30 for pedagogical reasons and because its faculty is required to teach five sections of English each semester.

A career-oriented aspect is currently being added to the writing program of the Humanities Division of Medgar Evers College. Research on the need for competent writers in business, industry, and government was conducted and courses were developed to form a program designed to meet the writing needs of college graduates. Two of the courses await final approval by the Board of Trustees. To complete this career-oriented program, an articulation agreement with a private university which has a four-year writing program in technical writing and journalism is in the final stages. The aim

will be to provide a wide range of writing experiences in Medgar Ever's two-year program. These experiences will be designed to develop the strong language skills and cultural and technical experiences which the faculty believe its graduates will need. After Associate's level majors graduate, those who are interested will be accepted as transfer students into the Baccalaureate writing program of the articulating university.

Faculty report little change in course content since the implementation of the CUNY WAT. Writing courses have always focused on the needs of the student population and continue to do so. There is a uniform syllabus for the 003 and 004 levels of writing, shared by the Humanities and Special Programs Divisions, and revisions are made by the college-wide Basic Skills Committee.

The Writing Laboratory supplements 003 and 004 instruction by providing small group sessions headed by student or graduate tutors. Attendance, one hour weekly, is required of all students in basic and developmental writing courses. The Writing Laboratory is funded by a Title III grant and is under the aegis of the Office of Academic Affairs. There is also a CAI Laboratory (Computer Assisted Instruction) which offers drill programs in English language structure. A group of interested faculty members is working on ways of integrating the use of this computer-assisted learning facility with its present remedial writing program.

Faculty

Efforts to conform to CUNY guidelines and to instructions for holistic scoring have created successful test conditions. Full-time faculty from the Humanities Division and from Special Programs score the CUNY WAT. During the annual leave period, faculty readers are compensated.

Normally, no adjuncts teach basic skills courses although recently it was necessary to assign some adjunct faculty to these courses.

The Humanities Division has its own on-going faculty development programs. For example, in the Spring 1980 semester, the first of what was termed "English Faculty Seminars" was sponsored by the English Program of the Humanities Division. The intent of these seminars is to study or share some aspect of teaching the English language. An invited guest spoke on "Using Errors to Eliminate Errors: Speech Into Writing and Back." This fall, two faculty-development seminars were held, one in techniques of teaching the critical analysis essay and one in techniques to use in teaching poetry in ENGL 100 and 150.

The Writing Assessment Test (WAT):
Placement, Exit, Impact on Writing Instruction

The WAT alone serves to place students in writing courses, which are keyed to levels of performance on the exam. A score of

6 or lower places incoming students in 003 level writing courses. A score of 8 places students in the 004 level.

Students take the WAT again at the end of ENGW 003, and SP/W 003. A score of 8 is required for exit from all 003 level courses (in addition to other criteria). To exit from 004 level courses, both a score of 10 on the WAT and a score of 180 minimum as scored on the Medgar Evers Writing Scale are required. Retesting machinery is manageable and generally without complications. Students know they have passed the WAT when they have passed their 003 course. Aside from occasional requests for retests from students who claim illness or from instructors who believe a student's abilities challenge a low score on the WAT, appeals are rare. The WAT has generally had a favorable impact at Medgar Evers because the test has fit into existing programs.

THE WRITING PROGRAM AT HOSTOS COMMUNITY COLLEGE

Structure of Program, Content and Methodology, Support Services, and Other Program Features

Writing courses for native speakers of English, who represent about 25% of the population at Hostos, are taught by the English Department, which also administers the ESL Program. English-dominant students who do not meet the requirements for freshman composition are placed in English 1301 (Core English), the basic component of the Libra Program, created in 1972 as an interdisciplinary approach to teaching basic skills to native students. Students who are in this program generally demonstrate need in all language skills and in mathematics. The following four-semester sequence will normally fulfill the Libra students' requirements for graduation in English: ENG 1301 (Core English-Libra), ENG 1302 (Introduction to Composition I), ENG 1303 (Introduction to Composition II), ENG 1305 (Introduction to Literature). Students in the Program are also required to take ENG 1399, (Developmental Reading) concurrently with ENG 1301. Of these courses, ENG 1302 is a graduation requirement, as part of Hostos' 12 credits of English

required for the A.A. degree. The sequence of English Department writing courses, hours, credits, and placement and exit criteria for native speakers are shown below:

Course	Credits	Hours	Placement	Exit
ENG 1301	3	6 + conf.	6 on WAT	8 on WAT
ENG 1302	3	3	8 on WAT	Departmental essay exam
ENG 1303	3	3	Pass 1302	Teacher judgment

Of the 25% of entering freshmen at Hostos who are designated native speakers (the overwhelmingly Spanish speaking population is served by the ESL Program), 15% are placed in the Libra Program, and 10% are admitted directly to ENG 1302, the regular composition course. In Fall 1979, 177 students registered in the seven sections of Libra.

The Libra Program provides entering students who have deficiencies in basic skills an opportunity to improve these skills while taking one college-level course in fields such as the Social Sciences, Visual and Performing Arts, or Urban Health. In addition to Core English, the Libra Program offers courses in speech, reading, and physical education, along with a counseling course which focuses on study skills. The Program carries 11 credits toward graduation and 13 equated credits for purposes of certifying students as full-time for financial aid. A counseling course is required for Libra

students, in addition to which Libra counselors are available to help students with academic and personal advisement as well as career planning.

The major emphasis of Core English is on writing. Students write a minimum of twelve essays, some in class. Some of these essays may be autobiographical; others may be on topics of current local and national interest; still others may focus on the subject matter of the content courses in which the students are enrolled. On occasion, the Core English instructor serves as a "resource person," and the course itself becomes a workshop for writing assignments generated by the content course. Grammar instruction focuses on sentence structure and on the verb system of English as well as on spelling and punctuation. Instruction in study skills such as effective listening, note-taking, and outlining are included.

Texts assigned for Core English are Steps in Composition by Troyka and Nudelman, Prentice-Hall, 1979; From Writers to Writing Kirby and Scarry, Wiley & Sons, 1978; and selected readings.

The CUNY Writing Test is required for exit from ENG 1301 and for entrance into ENG 1302. Therefore, students must pass the WAT before graduating from Hostos.

ENG 1302, Freshman Composition I, covers levels of generalization, principles of essay organization, narration, description and chronological analysis. ENG 1303, Freshman Composition II, covers all types of analysis, comparison/contrast, cause/effect, problem/solution and the teaching of the term paper.

It should be noted that the majority of students at Hostos pass through an ESL sequence the final course of which is ENG 1300, Fundamentals of Composition, considered a "bridge" course between the upper level ESL sequence and ENG 1302. ENG 1300 serves ESL students and its prerequisite is the successful completion of the ESL sequence. As in 1301, the CUNY Writing Assessment Test is required as exit from ENG 1300 and for admission to ENG 1302.

Students who need additional help in writing are encouraged to register for the Writing Lab where they receive individual instruction to improve their writing skills. Students are referred to the Writing Lab by instructors, or they may stop in themselves to set up tutoring schedules. A student meets with a tutor once a week at a pre-arranged hour, and an individualized program of study is developed. As a result of placement or upon recommendation of the previous semester's instructor, many students enroll in the Writing Lab as a non-credit English course (ENG 1306),

which is a corequirement for ENG 1302. Students may also drop in for occasional help subject to tutor availability. Students are evaluated on the basis of their written work. Upon entering the Lab, students are given an in-house diagnostic test which pinpoints their writing problems.

An additional feature of Hostos' writing activities is its Bilingual Program, a two-year program in English and Spanish. The chief aim of this program is to give Spanish speaking students the opportunity to achieve competence in English through intensive study and practice in English for two years during which time they also take content courses which have sections in both languages. At least two courses taught in English per semester are required.*

Faculty

There are 25 full-time faculty and 41 adjuncts in the English Department. There are normally about 10 sections each of both reading

*The ESL and Bilingual Programs are described in a separate report.

and writing in the Libra Program. Class size for Core English (ENG 1301) is set at 23. Neither the Chief Reader nor essay readers (eight full-time members of the writing staff) are compensated for reading essay exams.

The Writing Assessment Test (WAT): Placement, Exit, Impact on Writing Instruction

Students are placed in the writing courses on the basis of their performance on the WAT. A score of 6 or less and designation as native speakers of English places them in ENG 1301. A score of 8 or above places them in ENG 1302.

There are no formal procedures for appealing placement or retest results. However, Libra faculty in writing, reading, and counseling work together to help students with changes of program during the first two weeks of class where necessary. Retests, where warranted, can be scheduled informally. There have been few student-initiated appeals to date.

English faculty are not uncomfortable with the WAT as a standard and report that the overall impact of the test has been positive, particularly for the Libra students, whose success rate has traditionally been high. While the test has caused problems for those who administer ESL and Bilingual programs, the Chairperson is confident that the issues which the test has brought to the surface can be solved once they have been openly addressed and creative approaches are considered.

THE WRITING PROGRAM AT KINGSBOROUGH COMMUNITY COLLEGE

Structure and Content of Courses, Methodology, Support Services, and Other Program Features

All writing courses at Kingsborough are taught in the English Department. Beginning in Fall 1980, a new sequence of courses was implemented, a sequence the Department perceives as a direct (and highly favorable) result of the Writing Assessment Test.

The sequence of courses, credits, hours, and placement and exit criteria are shown below:

Course	Hours	Credits	Placement	Exit
ENG C1	4 + lab	0	4 on WAT	6 on WAT
ENG C2	4 + lab	4	6 on WAT	8 on WAT
ENG 12	4	4	8 on WAT	Teacher judgment
ENG 22	4	4	10 on WAT	Teacher judgment

ENG C2 is "a compensatory version" of ENG 12. ENG 22 -- the second half of freshman English -- is the course required for all students. Those with strong skills can earn exemptions from ENG 12 and can go directly into ENG 22 by achieving 10 or 12 on the WAT and by passing the reading portion of the Freshman Skills Assessment Tests. The ESL program, housed in the English Department, offers as writing courses ESL 07 (4 hours, 0 credits, 6 lab) and ESL 08 (4 hours, 0 credits, 2 lab). Students generally pass from 07 or 08 into special ESL sections of ENG C1 or C2.

Support services include an English Skills Lab, which, as requirements indicate, is an essential part of the basic courses. For each class session in the lab, three tutors are available for individualized work. Students who are not in the basic courses may also use the services of the lab through self-referral or through referral by instructors. This, coupled with the WAT re-testing program, has generated better utilization of the facility.

In 1979 the Department offered about 300 sections in the composition program and about 20 ESL sections. About 40% of the freshman class was required to take a some basic writing course. Instructors are concerned about class size: in ENG C1 and C2, 25 (sometimes going to 28); in ENG 12, 27; in ENG 22, 30. The average teaching load is 15 hours. These numbers have not changed significantly since the WAT.

Faculty

Most faculty readers (there are usually 12 to 15) have had experience in holistic grading either at University audit sessions or at sessions run by the Chief Reader. There is periodic range-finding as faculty work in groups to score papers. Only teachers of English teach the writing courses, and there is a continuing

concern for the need to reinforce writing skills in the courses of other departments.

The Writing Assessment Test (WAT):
Placement, Exit, Impact on Writing Instruction

The WAT is the basic tool for placement, but the CUNY reading test helps the college make finer distinctions than the essay alone allows. Thus, for entry into ENG C2 and ENG 12, students need, along with achievement at prescribed levels of writing, reading scores that are near passing. The Office of Instructional Services oversees the placement testing schedule and notifies students of results. The College has designed a profile sheet, which summarizes scores and which will prescribe courses required to meet college regulations.

The retesting program is closely connected with the various writing courses. To leave ENG C1, students must score 6 or higher on the WAT. A 6 will place a student in ENG 2; an 8 will place him in ENG 12. To pass from ENG C2 into ENG 22, a student must achieve an 8 on the WAT and must meet other criteria as well. The WAT is part of the final exam in ENG C1; in ENG C2 students take the test in the lab in the ninth week and again, if necessary, in the twelfth week. (Kingsborough has a 12-week semester.) Students must pass the WAT to take either ENG 12 or ENG 22. The WAT is required for graduation because ENG 22 is required for

graduation, and passing the writing test is a prerequisite for that course. Connecting the WAT retest to courses makes it easy for students to learn whether or not they pass. No appeals procedure exists other than requests for retests based upon illness or incapacity (and those requests are generally granted for valid reasons); however, the retest program is flexible enough for students to take the WAT again even without special permission.

Department administrators point to several strong results of the WAT. Holistic scoring unifies faculty in a common effort. There is also a feeling that the instructor's role has changed significantly: teachers in the writing courses are less like judges and more like assistants. Students know that someone other than their own teachers will decide on test scores and tend to view teachers, therefore, as working to help writers satisfy university guidelines.

Some faculty feel that a negative effect of the WAT is that it forced a separation between reading and writing in the basic skills program. In the past Kingsborough's course of study united the two communication skills. (A research project sponsored by the College and conducted by Professor Max Weiner at the Graduate Center is designed to compare students' achievements in the

former linked course structure with achievements in the current separated structure.) The Chair and the Director of Freshman English discern a slight shift toward structure and away from grammar in writing courses, but do not think the shift marked. There is some teaching to the test, but this situation is not as marked in writing courses as it is in reading courses. Students also get a chance to evaluate practice papers on the CUNY scale: this activity has helped students develop a good sense of what readers look for when they read essays holistically.

Structure and Content of Courses, Methodology, Support Services, and Other Program Features

All non-ESL writing courses are housed in the English Department. Entering freshmen who do not need ESL are placed directly, according to WAT scores, in one of the following three courses: ENG 098, Basic Writing Workshop; ENG 099, Basic Writing; ENG 101, Composition I. The sequence of courses, hours, credits, and placement and exit criteria of these writing courses are shown below:

Course	Credits	Hours	Placement	Exit
ENG 098	1/2	4	2-3 on WAT	Departmental exam
ENG 099	1/2	4	4-6 on WAT	Departmental exam
ENG 101	3	3	8 on WAT	Departmental exam

In the Fall of 1980, 73% of the entering students needed to take one of the developmental courses (ENG 098 or 099). The rest were placed directly in ENG 101. There were 22 sections of ENG 098, 71 sections of ENG 099, and 40 sections of ENG 101.

ENG 098 is designed to improve students' fluency in writing through personal experience narratives. The focus is on the development of an idea in a short paragraph. The course introduces

students to essential principles of grammar and sentence structure. Students exit from the course if they demonstrate on a departmental end-of-term exam that they can write a fairly unified 200 word essay and make no more than four verb errors and no more than four sentence construction errors (run-ons, comma splices, and fragments). The class size is 18.

Of the 22 ENG 098 sections run in the Fall of 1980, six were part of a LESA (Limited English Speaking Ability) cluster of courses. Students in the LESA 098's also took, as a group, ESL and reading courses.

ENG 099 is designed to develop students' rhetorical and organizational skills through frequent writing assignments. The focus is on expressing ideas logically and coherently in essays that display a basic command of written English. A departmental exit exam is administered at the end of the quarter. In order to pass, the student must write a 300 word essay on a previously unannounced topic (usually a quotation) in which an idea is developed coherently. The student is permitted no more than eight major grammatical errors. Exit essays are cross-graded. If a student fails the final essay but has demonstrated a passing level of competency in essays during the term, appeals are permitted. Class size is 18.

In an effort to focus on the development of ideas in basic skills writing courses, several instructors have organized their

ENG 099 classes around themes such as mythology, the dectective story, or folklore. The Department has also paired one section of ENG 099 with the Philosophy Department's Critical Thought Skills course, and an experimental section of 099 is given over to the study of fundamental issues in the Liberal Arts.

A special section of ENG 099 is made up of LESA students who need more intensified work on idiomatic expression. The students are recommended by their previous instructors in ENG 098 and 099.

Students in both ENG 098 and 099 are expected to attend the Writing Center for one period of tutorial assistance per week. The Center, under the direction of a full-time member of the English Department, includes on its staff one full-time English Department Lab Technician, several full-time tutors, and approximately 20 part-time tutors. The tutors work with students individually and in small groups. They use such techniques as sentence combining and controlled composition to supplement the instruction given in the classroom. The tutors receive extensive training in both dynamics of human interaction and in principles of pedagogy. The training is partially funded by the Tutor Counseling Service Grant. The Writing Center also provides services for those students referred by faculty members and by counselors outside the English Department.

ENG 101, Composition I: An Introduction to Expository Writing, enhances students' abilities to express, analyze and organize ideas in essay form. A research project is required. Standards are commensurately higher than in the developmental courses. The instructor determines passing work according to Departmental criteria. Class size is 26.

Liberal Arts students take ENG 101 and ENG 103 (Writing the Research Paper, 2 credits) as part of a cluster of other Liberal Arts courses. A representative cluster -- Freedom and Seeing -- is made up of Composition I, the Research Paper, Introduction to Philosophy, and Introduction to Art.

Other post Composition I courses include ENG 102 Composition II: Writing Through Literature (3 credits, 3 hours), an intensified writing course focusing on the study of poetry and other genres, and ENG 112 Writing for Business (3 credits, 3 hours), a course that develops writing skills for use in business communications. Most students are required to take one of these two courses.

After Composition I some students opt for ENG 104 Intermediate Writing: The Peer Tutoring Experience (4 credits, 5 hours). In this course students improve their own skills in writing while, at the same time, they learn the techniques of peer tutoring. Several graduates of this course have gone on to work as tutors in the Writing Center.

The ESL Program, housed in the Division of Continuing Education, offers a four-course sequence. All ESL courses include writing. Students completing the top level ESL course (ENG 99) usually go into ENG 099.

Several features of LaGuardia's Writing Program should be noted: the Integrated Skills Reinforcement Program, the Basic Skills Task Force, and the English Department's Basic Writing Planning Group. The first of these, known as ISR, is a college-wide program of reinforcement of reading, writing and oral skills in all content courses. The ISR Program, under the direction of the Office of the Dean of Faculty, trains faculty in specific methods of reinforcing skills which students have learned in developmental courses.

The Basic Skills Task Force is a committee composed of members from all departments and divisions and is chaired by the Associate Dean of Faculty. The Task Force suggests changes in, and coordinates implementation of, the College's policies on basic skills.

The English Department also has a Basic Writing Planning Group, whose task is to suggest changes in response to perceived current and future needs. Meeting regularly, the Planning Group, in addition to an overall review of the programs, is working on

such specific issues as additional courses for specific groups like the LESA population, for whom they are designing a curriculum for the student who has failed ENG 099 several times. The Planning Group is also making use of the on-line computer in operation at the College to provide data for research.

The College has demonstrated institutional support for the Writing Program by funding such experiments as a five-hour ENG 099 course and the LESA Cluster by releasing many faculty members to work on ISR, to write a Basic Skills Handbook, and to develop new courses. The College has also been sensitive to keeping class sizes in writing courses manageable.

The focus on writing is also evidenced by the fact that all new students must take a writing course in their first quarter at the College and continue in writing in subsequent quarters until they have passed ENG 101. In addition, all College courses have an appropriate writing course as a prerequisite in order to ensure that students' writing skills are at the necessary level for success in the course.

Faculty

The English Department is currently made up of 25 full-time instructors, plus three on leave. In the fall quarter, 59 adjuncts

were employed. Administration of the entire program is the responsibility of the Chairman. The Director of Composition supervises the ENG 098, ENG 099, and ENG 101 Programs, and the Director of the Writing Center supervises the activities of the tutors.

At the beginning of each quarter, the Chair and the Director of Composition conduct orientation and training workshops for adjuncts and new teachers. Throughout the quarter the Department's Professional Development Committee conducts pedagogical workshops and such programs as the voluntary interclass visitations. Sets of graded papers and assignments of new instructors are reviewed by the Chair, the Director of Composition and the Chairs of departmental course committees.

There are detailed faculty handbooks for ENG 098, ENG 099, and ENG 101 and an overall departmental handbook which contains descriptions of procedures, regulations, sample syllabi, course outlines, and suggested assignments.

The Writing Assessment Test (WAT):
Placement, Exit, Impact on Writing Instruction

The College uses the WAT for placement, but not for exit. For more than two years prior to the implementation of WAT, the

College used writing samples as a means of placement. The use of WAT has not had a significant impact on the placement procedures nor on the curriculum, since the cut-off points of the WAT are quite similar to those previously established at the College.

All WAT essays are read twice by those members of the English and ESL Departments who receive one course of released time to do the readings. The Chief Reader receives an additional course release. Although faculty receive released time to read the essays, the testing program seems never ending and a frequent intrusion upon the regular flow of events at the College. Anticipating this, the former Director of Composition and former Chair of the English Department limited the number of people reading the WAT in order to minimize the negative impact. Faculty who do the WAT holistic readings generally undergo a training session prior to the major reading sessions when the bulk of essays arrive.

Freshman Skills Assessment Program testing and retesting in writing (the WAT) is coordinated by the Basic Skills Office in conjunction with the Chief Reader. The retests are administered in the ENG 101 classes. All test data are kept in computer files in the Basic Skills Office, the Registrar's Office, and the English Department Office.

THE WRITING PROGRAM AT NEW YORK CITY TECHNICAL COLLEGE

Structure and Content of Courses, Methodology, Support Services, and Other Program Features

The writing courses at New York City Technical College (NYCTC) are offered in the Department of Writing and Speech. Developmental Writing (WS 090) is required of students who score below 8 on the CUNY Writing Assessment Test. In 1979, about two-thirds of NYCTC's entering freshmen were placed in this course. To offer courses directed accurately at students' needs, Writing and Speech faculty proposed a two-course sequence in basic skills but the proposal was defeated in the spring of 1980.

The sequence of courses, hours, credits, and placement and exit criteria are shown below:

Course	Credits	Hours	Placement	Exit
WS 090	0	3	6 on WAT	8 on WAT
WS 101	3	3	8 on WAT	Departmental exam
WS 121	3	3	Pass 101	Departmental exam

WS 121 is the second semester of WS 101, Freshman Composition, and is required of Liberal Arts students only. Business students can take as an elective a special section of WS 121. There is an English as a Foreign Language Program for non-native speakers. Students in residence in the U.S. fewer than seven years who need this training take special courses in the Department of Developmental Skills. They then progress to ESL courses in the Writing

and Speech Department, where three special ESL sections of WS 090 and of WS 101 are offered. Students in these sections must demonstrate the same competencies required of students in regular WS 101 and 121 sections, but instruction influenced by an ESL specialist helps students deal with course content.

There are some regularly run basic skills courses during the summer.

Although the writing program, in general, is not new, the department is new, relatively speaking. A few years ago the College restructured the Communications Arts and Skills Department into a Humanities Department and a Department of Writing and Speech. Humanities offers all the literature courses formerly housed in CAS English; Writing and Speech offers all the composition and speech courses.

There is a large Writing Center that supports classroom instruction. Supervised by a full-time instructor released from two courses, the Writing Center has a staff of 15 college graduates who serve as tutors. In the Center are programmed materials and tests. Ninety percent of students using this facility are referred by classroom teachers; ten percent come to the Center on their own. For further tutorial support, students can turn to learning centers in the College divisions of Allied Health, Commerce, and Technology.

A special grant in Student Services provides other tutoring through special basic skills sections that offer additional hours and tutor

Faculty

In preparation for the implementation of the CUNY WAT, faculty at NYCTC attended workshops in reading the examination. Training sessions continue to be held regularly in conjunction with scoring the WAT. In the past, teachers in the Humanities Department, finding low enrollments in literature courses, taught freshman English or basic writing to round out their programs, but because of retirements there is now a growing need for members of Writing and Speech faculty to teach literature electives.

As for the number of courses offered each year and for the average number of students in each class, the Writing and Speech estimates are: WS 090, 200 sections averaging 21 students in each; WS 101, 140 sections of between 24 and 27 students; WS 121, 30 sections of between 24 and 27 students. Faculty teach five courses, a total of 15 hours. In Writing and Speech, those courses are essentially writing courses.

For administering the WAT, the Chief Reader receives one course of released time. For assessment of incoming students, faculty are compensated at 60% of the adjunct hourly rate; for readings of retests, faculty are released from proctoring final exams.

The Writing Assessment Test (WAT): Placement, Exit, Impact on Writing Instruction

The WAT serves as the only placement instrument for writing courses and the Office of Academic Testing in conjunction with the Chief Reader oversees all procedures related to it. For retesting students, the Department requires the WAT for exit from WS 090 and therefore for graduation. At the completion of the course, students receive postcards announcing course grades and WAT scores. An appeals committee exists to hear requests by instructors for retests.

Writing and Speech faculty point to a positive effect of the WAT on the writing program. Now that the practice of holistic scoring is in place, people understand it better conceptually and students now receive more appropriate advice about their writing than they had received earlier. There is a consensus that the CUNY Central Office should strengthen its stand on the need for students to pass the WAT before they take freshman composition as is the case at New York City Technical College. Faculty feel the need for increased funding to support efforts at holistic scoring.

They believe faculty readers should be reimbursed and Chief Readers should have more released time to carry out their responsibilities.

There is now greater support by the administration of the writing program at New York City Technical College and the College Council supported a WAT retest to exit from WS 090. A Coordinator of the CUNY Instructional Resource Center recently conducted a workshop for members of the Department of Writing and Speech at their request.

THE WRITING PROGRAM AT QUEENSBOROUGH COMMUNITY COLLEGE

Structure and Content of Courses, Methodology, Support Services, and Other Program Features

Two separate departments offer courses in writing to students at Queensborough. Responsible for the basic writing sequence, the Department of Basic Educational Skills (BES) offers BE 111 and BE 112, two four-hour courses for no credit. (There are varied time blocks and some experimentation in building required conference hours into students' programs.) More than half of all entering freshmen take basic writing courses. In the English Department, EN 101 and 102 (3 credits, 4 hours each) make up the freshman composition sequence, 102 organized around an introduction to literature.

Course sequence, credits, hours, and placement and exit criteria for writing courses for native students are shown in the chart below:

Course	Credits	Hours	Placement	Exit
BE 111	0	4	Cooperative Eng-	Teacher judgment
BE 112	0	4	lish Expression	Teacher judgment
EN 101	3	4	Test (Mechanics	Teacher judgment
EN 102	3	4	and Effective-	Teacher judgment
			ness subtests)	

Because of a growing number of foreign-born students, both departments offer ESL courses equivalent to the native language courses.

BES offered between 80 and 90 writing sections in 1980; the English Department offered about 170 sections of 101 and 102 during the same period. Class sizes are roughly as follows: BE 111 and 112, 25-30; EN 101, 27; EN 102, 30. The English Department reports that faculty are teaching more freshman composition courses as liberal arts students have decreased in number at the college and the number of career students has risen to about 70 percent of the population from 25 percent ten years ago.

Faculty in both departments complain about inadequate support services. BES has a Writing Center which in the past ran smoothly under a director. But because of limited funds, the Writing Center is currently unable to offer tutoring to all students needing it. Faculty voice strong support for an expanded tutorial service and feel that it will aid students in passing the WAT.

Faculty

Faculty routinely teach four classes of three contact hours plus one conference hour each semester (sixteen hours a semester). Several faculty members feel that old lecture methods are giving way to peer group and workshop instruction and that teachers are using workbooks more. In the English Department courses, reading appreciation has given way somewhat to instruction in language and grammar. In BES, many of the faculty

have moved away from so-called traditional grammar to sector analysis, sentence combining, and generative grammar; some instructors have also incorporated invention techniques and psycholinguistic approaches into their methodologies. Neither department connects the condition of stasis or of change to the WAT.

The Writing Assessment Test (WAT):
Placement, Exit, Impact on Writing Instruction

After students take the WAT, faculty from both the English and Basic Educational Skills Departments are paid by the college to read and score the tests. Although the two departments co-operate with the Board's mandate, the examination is not currently part of the placement procedure at the college. Instead, the Co-operative English Expression Test (COOP) places students in courses, and during the first week of the semester, an in-class essay with a comprehensive appeals procedure (run by both departments) refines placement, with students shifted from English to BES courses--and vice versa--based upon test scores. To progress from BES to the English Department courses, students must pass an in-class essay graded by BES faculty and subject to appeal by a joint committee of English and BES faculty.

The English Department has expressed some support for the CUNY WAT, but has not reached consensus about how to use it meaningfully. Faculty in the BES, however, assert that its testing program is more accurate than the WAT for placement into the existing course structure. A problem arises because some students pass the COOP but not the WAT and this confuses them. A study by the Queensborough Office of Testing has shown a slim margin of error in placement between their existing procedures and what would occur if they were to place students on the basis of the WAT. Despite this, BES faculty are concerned about switching from what they see as an effective procedure to one they believe may be less effective. Nevertheless, beginning with the Fall 1981 semester, student placement in Queensborough's writing courses will be determined by scores on the WAT in conjunction with scores on the mechanics subtest of the COOP.

The Office of Testing manages the retesting schedule, sending out computer results to students and announcing several dates for retests during the semester. The English Department reports that it is difficult getting students to appear for retests; about 20 percent show up to take the exam. The WAT is neither required for any college course nor for graduation (although there is some talk about moving in this direction), and therefore students show little concern about the test, making an appeals procedure unnecessary.

In the Department of Basic Educational Skills, faculty assert that the WAT has had no impact whatsoever on courses, instruction, or program development. Administrators in the English Department detect "a ripple" of change in faculty attitudes: holistic scoring, the sense that the University believes that the exam is important, the curriculum models from the Writing Task Force all seem to be taking hold of instructors. English faculty say that the WAT has gotten their department and BES to work closely together, and they believe this is a very beneficial outcome of the test.

APPENDIX A

INSTRUCTIONAL RESOURCE CENTER
Office of Academic Affairs
535 East 80th Street
New York, NY 10021

The following are some of the questions we will want to discuss in connection with the update of our descriptive report of writing programs and the impact of the Writing Assessment Test (WAT) on instruction. It would be helpful if the answers to these questions were gathered before our meeting.

Courses

1. Departments, course titles, credits, and sequence of writing courses.

2. Is this structure new, and if so, how does it differ from the past?

3. To what do you attribute these changes?

4. Number of sections of writing courses and average size.

Placement Procedures

5. Is the WAT used for placement into writing courses? Is any other instrument used such as a standardized test?

6. Is this procedure new and what are reasons for change?

Population

7. What percentage of this year's freshman class was placed in a remedial writing course? Three years ago?

Support Services

8. What support services are offered to students in writing courses?

9. Describe tutoring program, writing center, learning lab, or other such facility.

10. Have you had additional support for this service since the implementation of the writing test (WAT)?

Course Content and Methodologies

11. Have there been recent shifts or changes in the content or methodologies used in writing courses and to what do you attribute these changes? Impact of WAT?

12. Syllabi, texts or other materials recommended for writing courses?

13. Has your college introduced any interdisciplinary courses or programs such as writing in the content areas or writing courses integrated with other language skills?

Faculty

14. Has your college instituted an active faculty development program? Can you describe what you do (training in holistic scoring, for example)?

15. Has holistic scoring translated into instruction? Does it present any problems in diagnosing student writing?

16. Has the college been supportive of your program? Of the testing program? How has it shown this support?

17. Average teaching loads and contact hours. Has this changed in recent years?

Writing Assessment Test

18. How many students will you be retesting this spring?

19. Is the WAT used as exit exam for writing courses? Which courses? Does this present any problems?

20. How are appeals and exemptions implemented?

21. Are there any major problems with the writing test as you see it?

22. What is your assessment of the impact of WAT on your writing program?

23. Suggestions and recommendations.

Other Program Features

24. Has your college or department received any grants for research or improvement of writing instruction?

25. Special features of your writing program.

APPENDIX B

WRITING PROGRAM CHART
Senior Colleges

COLLEGE	COURSE TITLE	DEPARTMENT	CREDITS	HOURS	PLACEMENT	EXIT CRITERIA
Baruch	Eng. 2000	English	2	4	8 on WAT	Teacher judgment
	Eng. 2050	English	2	4	Pass 2000	8 on WAT*
	Eng. 2100	English	3	3	10 on WAT	Teacher judgment
	Eng. 2150	English	3	4	Pass 2100	Teacher judgment
						*Effective 9/81
Brooklyn	Eng. 0.2	English	0	3	6 on WAT	8 on WAT
	Eng. 1	English	3	3	8 on WAT	Departmental Exam
	Eng. 2	English	3	3	12 on WAT*	Teacher judgment
	DES 1.1(SEEK)	Dev'l Ed. Program	0	6	6 on WAT	Teacher judgment
	DES 1.2(SEEK)*	Dev'l Ed. Program	2	6	Pass 1.1	8 on WAT
	*SEEK students take Eng. 1 upon completion of 1.2				*or by passing Eng. 1.	
City	Eng. 1	English	2	4	4 on WAT	Departmental Exam
	Eng. 2	English	2	4	8 on WAT	9 on WAT
	Engl. 110	English	3	3	9-10 on WAT	Proficiency Exam
College of Staten Island	Eng. 001	English, Speech & World Literature	2	4	6 on WAT	Teacher judgment
	Eng. 003		2	4	Pass 001	Teacher judgment
	Eng. 111		3	4	8 on WAT	Teacher judgment
Hunter	Eng. 014	English	3	3	2-6 on WAT	6 on WAT
	Eng. 015	English	3	3	2-6 on WAT	8 on WAT
	Eng. 120	English	3	3	8 on WAT	Teacher judgment
	ACSK 020	Academic Skills	3	6	4 on WAT	Teacher judgment
	ACSK 021*	Academic Skills	3	6	6 on WAT	8 on WAT
	*SEEK students take Eng. 120 upon completion of 021					

COLLEGE	COURSE TITLE	DEPARTMENT	CREDITS	HOURS	PLACEMENT	EXIT CRITERIA
John Jay	Eng. 99	English	1	3	5 on WAT	Teacher judgment
	Eng. 100	English	1	3	7 on WAT	8 on WAT
	Eng. 101	English	3	3	8 or 9 on WAT	Teacher judgment
	Eng. 102	English	3	3	Pass 101	Teacher judgment
	Eng. 103*	English	3	3	11-12 on WAT	Teacher judgment
	*Substitutes for 101-102					
Lehman	ACS 014	Academic Skills/SEEK	0	4	2-4 on WAT	Departmental Exam
	ACS 016	Academic Skills/SEEK	2	5	5-6 on WAT	8 on WAT
	Eng. 090* or	English	4	5*	8 on WAT	Teacher judgment
	Eng. 101	English	4	4	9-10 on WAT	Teacher judgment
	Eng. 102	English	4	4	11-12 on WAT	Teacher judgment + Proficiency Exam
	*Compensatory section of Eng. 101			*includes one conference hour		
Queens	Eng. 01	English	3	3	8 on WAT	8 on WAT
	Eng. 1	English	3	3	8 on WAT*	Teacher judgment
	Eng. 6	English	3	3	Pass Eng. 1	Teacher judgment
	Eng. 001	SEEK	1	4	5 on WAT	Teacher judgment
	Eng. 100	SEEK	2	4	6 on WAT	8 on WAT
	Eng. 101	SEEK	2	4	10 on WAT	Teacher judgment
	Eng. 102	SEEK	2	4	Pass 101	Teacher judgment
					*plus passing Eng. 01	
York	Eng. 100	English	1	5	4 on WAT	Teacher judgment
	Eng. 115	English	3	5	5 or 6 on WAT	8 on WAT
	Eng. 120	English	3	3	8 on WAT	Teacher judgment
	Eng. 121*	English	3	4	8 on WAT	Teacher judgment
	*SEEK equivalent of Eng. 120					

APPENDIX C

WRITING PROGRAM CHART
Community Colleges

COLLEGE	COURSE TITLE	DEPARTMENT	CREDITS	HOURS	PLACEMENT	EXIT CRITERIA
Borough of Manhattan	Eng. 090	English	0,3,6*	6	6 on WAT	Teacher judgment
	Eng. 093*	English	3	3	6 on WAT	Teacher judgment
	Eng. 100	English	3	3	8-12 on WAT	Teacher judgment
	Eng. 115	English	3	3	Pass 100	Teacher judgment
	Eng. 102**	English	3-6	6	10-12 on WAT	Teacher judgment
	*Intensive workshop for students who fail 090.		*0 fail 3 pass 6 excel			
	**Alternative to 100-115.					
Bronx	Eng. 01	English	0	4	5 on WAT	Teacher judgment
	Eng. 02	English	0	4	6 on WAT	8 on WAT
	Eng. 13	English	3	4	8-12 on WAT	Teacher judgment
Hostos	Eng. 1301 (LIBRA)	English	3	6*	6 on WAT*	8 on WAT
	Eng. 1302	English	3	3	8 on WAT	Departmental Exam
	Eng. 1303	English	3	3	Pass 1302	Teacher judgment
	Eng. 1305*	English	3	3	Pass 1303	Teacher judgment
	*Lit. course with writing component.			*plus conference	*and designation as native speaker.	
Kingsborough	Eng. C1	English	0	4*	4 on WAT	6 on WAT
	Eng. C2	English	4	4*	6 on WAT	8 on WAT
	Eng. 12	English	4	4	8 on WAT	Teacher judgment
	Eng. 22	English	4	4	10 on WAT	Teacher judgment
				*plus lab.		

COLLEGE	COURSE TITLE	DEPARTMENT	CREDITS	HOURS	PLACEMENT	EXIT CRITERIA
LaGuardia	Eng. 098	English	1/2	4	3 on WAT	Departmental Exam
	Eng. 099	English	1/2	4	6 on WAT	Departmental Exam
	Eng. 101	English	3	3	8 on WAT	Departmental Exam
	Eng. 102*	English	3	3	Pass 101	Departmental Exam
	Eng. 103*	English	3	3	Pass 101	Departmental Exam
	Eng. 112*	English	3	3	Pass 101	Departmental Exam
	*Electives					
Medgar Evers	Engw. 003	Humanities	0	4.5*	6 on WAT	8 on WAT
	Engw. 004	Humanities	2	4	8 on WAT	10 on WAT
	Engl. 100*	Humanities	3	3	10 on WAT	Divisional Criteria
	Engl. 150**	Humanities	3	3	Pass 100	Divisional Criteria
	SP/W 003	Special Prog./SEEK	0	4.5*	6 on WAT	8 on WAT
	SP/W 004	Special Prog./SEEK	2	4	8 on WAT	10 on WAT
	*Engl. 100 follows the 003-004 sequence offered in each department.					
				*Includes required Writing Lab.		
New York City Technical	WS 090	Writing & Speech	0	3	6 on WAT	8 on WAT
	WS 101	Writing & Speech	3	3	8 on WAT	Departmental Exam
	WS 121	Writing & Speech	3	3	Pass 101*	Departmental Exam
					*Liberal Arts students only.	
Queensborough	BE 111	Basic Educ. Skills	0	4	Cooperative Eng.	Teacher judgment
	BE 112	Basic Educ. Skills	0	4	Expression Test	Teacher judgment
	EN 101	English	3	4	(Subtests)	Teacher judgment
	EN 102	English	3	4	Pass 101	Teacher judgment

RESOURCE PERSONS

SENIOR COLLEGES

COLLEGE	CHAIRPERSON ENGLISH DEPARTMENT	CHIEF READER	WRITING COORDINATORS
BARUCH	Andrew Lavender	Bernard Crane	Andrew Lavender Chairman, English Department
BROOKLYN	Steven Jervis	James Goldman	Lilia Melani Director, Freshman English Mervyn Keizer, Coordinator Developmental Educ. Prog.
CITY	Saul Brody	James Hatch	Allan Danzig Director, Basic Writing
HUNTER	Phyllis Moe	Alan Brick	Ann Raimes Coordinator, Developmental English Gail Gordon Coordinator, Developmental Writing Department of Academic Skills
JOHN JAY	Robert E. Crozier	Charles Piltch	Elisabeth Gitter Chairman, Freshman Composition
LEHMAN	Bernard Einbona	Eve Zarin	Eve Zarin Coordinator, Freshman English Carol Schoen Coordinator, Written Communication Skills Department of Academic Skills
QUEENS	Frederick Buell Acting Chairman	Sue Shanker	Leo Walsh Coordinator, Composition Ann Carter, Coordinator Writing Program, SEEK
STATEN ISLAND	Joan Hartman	Peter Miller	Stephen Khinoy Coordinator, Writing
YORK	Alan Cooper	Robert Ryley	Alan Cooper Chairman, English Department

RESOURCE PERSONS

COMMUNITY COLLEGES

COLLEGE	CHAIRPERSON ENGLISH DEPARTMENT	CHIEF READER	WRITING COORDINATORS
BMCC	Marilyn Rosen	Milton Baxter	Milton Baxter Coordinator, Intensive Writing
BRONX	Irwin Berger	James DeMetro	Marsha Cummins Marie-Louise Matthew
MEDGAR EVERS	Jamesetta Holliman	Clara Alexander	Clara Alexander Coordinator, English Programs Department of Humanities
HOSTOS	Diana Diaz	Alfredo Villanueva	Aida Ruiz Coordinator, Basic Composition Alfredo Villanueva Coordinator, Freshman Composition
KINGSBOROUGH	Howard Nimchinsky	Domenick Caruso	Morton Fuhr Coordinator, Writing Program Domenick Caruso Director, Freshman English
LAGUARDIA	Daniel Lynch	Sarah Barber (on leave) Sandra Hanson	Sandra Hanson Director, Composition
NYC TECHNICAL	John Ostling	Pearl Gasarch	Alan Kay Coordinator, Writing Curriculum
QUEENSBOROUGH	Sheena Gillespie	Linda Stanley	Judith Barbanel Deputy Chairman, Basic Educational Skills

ABOUT THE AUTHORS

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